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ABSTRACT

Growing Up Strong (GUS) is a curriculum designed to develop strong mental and physical health in kindergarten through sixth grade students, with the objective of preventing subsequent substance abuse. This document contains a teacher's guide for using GUS in second and third grade classrooms (GUS 2-3) and duplication masters of materials that can be sent home with children to promote family involvement in GUS. Part I of the five-part teacher's guide provides background information about the program, GUS's comprehensive prevention approach, major components of the GUS 2-3 program, and the creation and use of Gus and Gussie dolls and puppets. Part II includes information on using GUS, the GUS Observable Behavior Checklist Level II, and the family involvement information and activity handouts. Part III offers suggestions on classroom management, ways to teach problem solving, positive reinforcement, cooperative learning, and children's art; and lists 50 children's books and 14 print and organizational resources for the teacher. Part IV provides instructional units on personal safety, drugs, socially acceptable behavior, and other activities designed to help children develop socially, creatively, emotionally, and verbally. Part V presents reinforcement activities for children with special needs, covering sensory learning, hygiene, nutrition, feelings, and other topics. The materials designed for children to take home include information sheets for parents on GUS and such topics as primary prevention, drug facts, and physical health; sheets that offer suggestions on encouraging children's reading, setting a good example, and helping children make responsible choices; and sheets to help children express themselves in drawings and writing. Sample awards for children, the GUS Observable Behavior Checklist, and GUS promotional materials are attached. (AC)

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GROWING UP STRONG™

A Mental Wellness and Life Skills Development Program for Second and Third Graders

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Developed by
Center for Child and Family Development
Public Responsibility and Community Affairs
Continuing Education and Public Service
The University of Oklahoma

PS 020853

Teacher's Guide

GROWING UP STRONG

A Mental Wellness and Life Skills Development Program for Second and Third Graders

PS 020853

Research Funded By:
Oklahoma State Department of Mental Health and Substance Abuse Services, Prevention Section

Developed By:
Center for Child and Family Development
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The University of Oklahoma

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GROWING • UP • STRONG™

A Mental Wellness
and
Life Skills Development Program
for Second and Third Graders

Research Funded By:
Oklahoma State Department of Mental Health
and Substance Abuse Services,
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Dedication

This edition of GROWING UP STRONG for Second and Third Graders is dedicated to **Superintendent Audie Woodard** in behalf of Seminole (Oklahoma) Public Schools for demonstrated commitment to the concept of substance abuse prevention for young children.

> "The support of community leaders, families, and elected officials has reinforced our participation in comprehensive prevention programming. We are especially grateful to Representative Enoch Kelly Haney for his ongoing service in providing for the needs of Oklahoma's children."
>
> *Dr. Woodard*

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I. About GROWING UP STRONG

What is GUS?

GROWING UP STRONG (GUS) is a prevention program designed to assist second and third grade (2-3) children develop strong mental health. The GUS program will help create a classroom environment which promotes positive mental health, an important factor in preventing the early onset of substance abuse.

GUS provides curriculum materials for classroom activities, information for teachers, and family involvement materials. Ideally, the materials and concepts will become incorporated into daily lesson plans. The GROWING UP STRONG Observable Behavior Checklist (OBC) Level II is an optional screening and assessment, or program evaluation tool.

How Did GUS Begin?

The University of Oklahoma Center for Child and Family Development, Continuing Education and Public Service, and the Washita Valley Community Action Council Head Start worked together on several early childhood education projects. They perceived a strong need to further emphasize activities with young children that would promote mental wellness and prevent mental health problems, such as substance abuse, in the future. The GUS concept was a response to the need for a multifaceted approach to the promotion of mental wellness. The pilot project for Preschool GUS began in July, 1983, and the final product was printed in August, 1986. Distribution of GUS for Kindergarten through First Grade (K-1) began in April, 1988. GUS for Fourth Graders (4), GUS for Fifth and Sixth Graders (5-6), two Spanish bilingual supplements, and an American Indian Supplement for Preschool through Third Grade complete the series.

Comprehensive Prevention and GUS 2-3

A comprehensive prevention approach utilizes the widest possible range of strategies to address the prevention needs of a community. It is based on the premise that communities adopting a comprehensive approach to prevention have a greater impact than those using a single strategy.

The following strategies have been adapted from publications of the Southwest Regional Center for Drug-Free Schools and Communities at the University of Oklahoma, 555 E. Constitution St., Norman, OK 73037-0005.

1. **Life Skills Development** addresses social competencies needed for individuals to develop into functional adults with adequate coping strengths. These may include communication skills, decision-making skills, refusal skills, and problem-solving skills. The premise is that individuals who acquire life skills are better able to resist negative group pressure and find positive solutions to life problems.

2. **Alcohol and Other Drug Information** is a strategy that disseminates information about alcohol and other drugs that is factual, up-to-date, and not exaggerated. This strategy is based on the premise that providing accurate information, when used in conjunction with other prevention strategies, helps individuals make informed decisions, thus reducing their risk for alcohol and substance abuse.

3. **Alternative Activities** are organized, drug-free activities that promote a healthy lifestyle. It is based on the premise that when individuals participate in drug-free activities, they are less likely to develop an alcohol/substance abuse problem.

4. **Social Policy** addresses a community's written and unwritten customs and practices regarding alcohol and drugs. This strategy is based on the premise that when a community adopts and enforces consistent norms and policies against the illegal use of alcohol and other substances, both use and abuse will decline in the community.

5. **Constituency Development** is a strategy that aims to expand prevention programs within a community. It is based on the premise that communities having a wide range of services available will have a greater impact than those with limited services.

GUS 2-3 offers life skills development for children as well as age-appropriate alcohol and other drug information. The "Family Focus" component involves constituency development, utilizing parents as agents of prevention. Alternative activities and examination of social policy are strategies to be addressed by a community task force or civic group.

Major Components of the GUS 2-3 Program: An Overview

Because a child's self-concept and other characteristics of mental wellness are so complex, portions of GUS should be allowed to find their way into all aspects of the classroom and home. GROWING UP STRONG has been designed to become an integral part of an ongoing classroom curriculum.

Major components include classroom activities, teacher information, family involvement, GUS and GUSSIE dolls and puppets, and program evaluation information.

Classroom Activities

GUS classroom activities can be used in learning centers, with small groups of children, with individual children, or with the class as a whole. Teachers, counselors, or well-trained volunteers can deliver the curriculum. Many of the GUS activities blend well with other units already included in daily lesson plans. Rather than having a specific "GUS Time" or adding yet another component to an already crowded curriculum, teachers can incorporate aspects of the GUS program into normal lesson plans. Reinforcement activities for children with special needs are included in some activities.

GUS 2-3 activities promote life skill development such as decision-making, problem-solving, assertiveness, accepting responsibility, cooperation, self-expression, and critical thinking. Visual arts, sometimes absent in school curriculi, are emphasized in GUS 2-3.

"Teaching Personal Safety" addresses the need for children to have the requisite knowledge to make informed decisions. Ignorance can be very dangerous. "Drug Facts" are a classroom reinforcement of "Family Focus" take-homes. Depending on the sophistication of the children, Part I may be sufficient for second graders while Parts I and II are for third graders.

Teacher Information

Information for teachers includes classroom management, problem-solving techniques, and positive reinforcement. Cooperative learning using GUS and GUSSIE classroom activities is introduced. Also provided is an explanation of the necessity for children's art in the cognitive development process. A list of books and resources for teachers and children is included.

Family Involvement

Family involvement and activity duplication masters are in the pocket of the GROWING UP STRONG program folder. "Family Focus" information should be reproduced and sent home with the children. Sending handouts home each week is a good practice, but the actual number of "take-homes" may be a budget decision. The Award-O-Grams, Happy-Day-Feelings Awards, and Happygrams are valuable tools for developing good relations with families.

Dolls/Puppets

GUS and GUSSIE dolls and puppets have become the hallmark of the GROWING UP STRONG program for preschool through third grade. GUS and GUSSIE are featured prominently in the literature children will be taking home to their families. The GUS and GUSSIE characters are a registered trademark of the Center for Child and Family Development and they provide a visual framework for ongoing discussions. They become the children's friends and confidantes as well as a symbol of mental wellness. The dolls and puppets have a special place in the classroom and children know that if they just need to talk, GUS and GUSSIE are always ready to listen.

GUS and GUSSIE Dolls and Puppets

The Center for Child and Family Development contracts with a major manufacturer to produce the official GUS and GUSSIE dolls. You may order GUS 2-3 dolls by contacting the Center for Child and Family Development at 555 E. Constitution Street, Norman, Oklahoma 73037-0005; or phone (405)325-1446, (800)522-0772 extension 1446 (inside Oklahoma), or (800)523-7363 extension 1446 (outside Oklahoma).

Making GUS and GUSSIE Puppets

GUS and GUSSIE puppets are included in deluxe kits for preschool through fourth grade. Puppets can also be purchased separately from the Center for Child and Family Development. Some teachers prefer to have puppets for all the children or to have puppets made by community volunteers. In order to facilitate "homemade" puppets, patterns for making GUS and GUSSIE are included in this section. Three successful methods for making puppets are listed below.

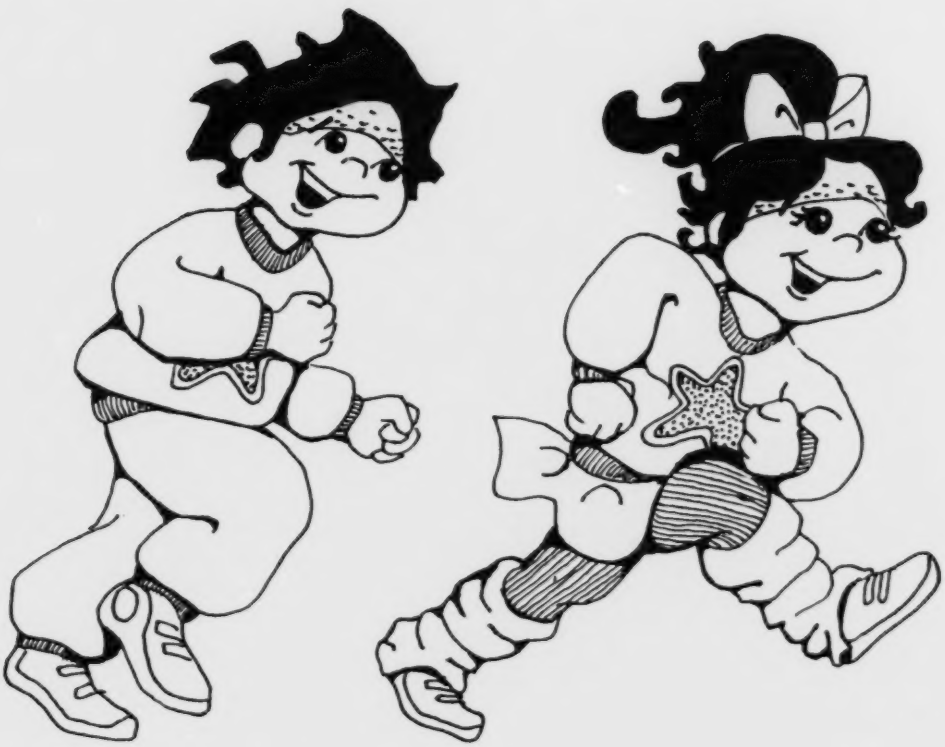
Method 1:
Use an iron-on transfer crayon or pencil according to directions and transfer the pattern to a light colored or white fabric. The cutting lines (_____), seam lines (_ _ _ _ _ _), notches, and places to clip have been marked. After transferring to fabric, cut out the puppet pieces. Match right sides together and sew along the seam line. Clip, pink, or zigzag seams to finish. Turn and press.

Method 2:
Tape pattern to a window. Tape white fabric on top of the pattern. If the sun is brightly shining, you can see to trace the pattern onto the fabric. Use paints, iron-on crayons, or other marking tools to apply the design to the fabric. Complete as described in Method 1 above. It may be helpful to place the fabric in an embroidery hoop to keep it smooth.

Method 3:
Mark the fabric using any of the methods described above. Use hand or machine embroidery to decorate the puppet. Sew as previously described.

BUS

II. Using GROWING UP STRONG



How To Use GROWING UP STRONG

The mental wellness concepts in GUS 2-3 can be seen as threads running through your classroom curriculi. Classroom management techniques and productive teacher-family-child relationships through improved communication and positive reinforcement support a learning environment. The following suggestions are intended to make GUS 2-3 an effective mental wellness tool while adapting the program to your specific classroom needs.

1. Introduce the GUS program to the families at the beginning of the school year. Communicate its purpose and benefits in a newsletter article, in a letter, during a parent meeting, at an open house, or use multiple methods. A sample letter is included on page 16.

2. Make a point to establish frequent, positive communication with families as part of your classroom routine. Maintaining contact with families is an important aspect of GUS 2-3. Happygrams, Award-O-Grams, and Happy-Day-Feelings Awards are effective positive communication tools. Try to make all of your initial contacts pleasant ones.

3. Use the GUS family involvement information and activity handouts. Handouts that actively involve the child can be used more than once. It is often beneficial to repeat activities when the children are a few months older. "Family Focus" information helps parents to become effective preventionists.

4. If possible, have a meeting with families that features an important mental wellness topic. Stress management for children and/or families and positive guidance techniques are two possible topics. Successful community-based prevention programs include families. Good resources for speakers are your county Health Department, Guidance Center, Parents Anonymous groups, Department of Mental Health prevention services, and continuing education or public service units of universities.

5. Use your GUS and GUSSIE dolls or puppets from the start. You will find that the children will quickly become attached to these special friends in their classroom. It is important to keep the dolls/puppets in a place that the children respect, but is easily accessible. Classroom rules should include how and when GUS and GUSSIE may be used.

6. Blend a GUS mental wellness promotion activity into your regular lesson plan at least once every day. You might want to purchase GUS videos or records and cassettes for transition periods. Children can sing the GUS theme song during music or before a puppet show.

7. Select activities both you and the children will enjoy. Repeat the children's favorites as often as feasible. Repetition reinforces rather than bores children in the lower grades, even if they have already learned to disdain activities for effect.

8. Let the classroom activities inspire you to develop your own GUS and GUSSIE activities. Have fun with mental wellness promotion; adults need mental wellness, too.

9. Program accessories designed to enhance the program or strengthen communications with families are an ongoing development. Contact the Center for Child and Family Development for the latest brochure or program idea. *Send us your ideas. If we use your activities, you will receive complimentary program accessories.*

10. Use drug fact sheets in the classroom as well as sending them home. Children need factual information to make good choices.

11. "Teaching Personal Safety" is an excellent opportunity to provide community role models for your classroom while the children learn new skills and acquire critical information.

Sample Introductory Letter to Families

When you begin using the GROWING UP STRONG program, you may wish to adapt this letter or use a similar one in telling the children's families about GUS.

(Date)

Introducing, GROWING UP STRONG!

Being mentally prepared for a certain role and developing self-confidence through practice and proper guidance is important for developing children. We want our children to grow up mentally strong so they can cope with whatever situations they will encounter both as children and adults.

GROWING UP STRONG (GUS) for Second and Third Graders is designed to emphasize mental wellness and prevention of substance abuse within the overall educational program at our school. By giving children guidance and practice in such areas as accepting responsibility, ex-pressing feelings, decision-making, becoming assertive, and other related life skills, mental wellness will be enhanced. Strong mental health gives children the start they need to withstand pressures to abuse alcohol and other drugs later on in life.

GROWING UP STRONG is also based on the idea that the child's behavior is closely related to the child's self-concept. GUS helps children, teachers, and families feel good about themselves.

You will be hearing more about GUS 2-3 as the program progresses. Your child's teacher will send Family Involvement information and activities to you a various intervals. Please let us know what you think. Together we can help children develop the mental strength they will need to make good choices.

Sincerely,

_____, Principal
_____ Elementary School

Using the GROWING UP STRONG Observable Behavior Checklist Level II

The GROWING UP STRONG Observable Behavior Checklist (OBC) Level II was developed as a program evaluation tool for GUS 2-3. The OBC Level II is a non-diagnostic, non-labeling, assessment/evaluation instrument. The OBC Level II was validated using experimental design techniques in the Moore and Seminole (Oklahoma) Public Schools. The OBC Level I is available for preschool through first grade.

Completing the checklist takes between five and ten minutes per child. Give yourself ample time, approximately one month, to become acquainted with the children before you begin using the OBC Level II. Use it thereafter, as needed. at timed intervals during the year or at the end of the year. Most teachers prefer to complete the checklist from memory but it can be used as a check sheet on which you record a child's specific behavior as you observe it.

For purposes of confidentiality, you might want to assign numbers to children rather than use their names. The "key" to the numbers could remain locked in a file cabinet. Adult family members also can use the checklist when there are conflicting opinions about a child's behavior. Sometimes parents and teachers observe the same behaviors, but refer to them by different names. The checklist can be very helpful at these times.

By formulating an objective assessment of an individual child, or a composite of your class, the checklist will help you select and plan activities for the children. Arrangements can be made for your school to obtain technical assistance from the Center for Child and Family Development if you wish to use the OBC Level II for program evaluation. A school counselor, psychometrist or psychologist should be consulted when a child's behavior indicates a need for further evaluation. *Research reports are available by request.*

You may reproduce the OBC Level II from the duplication master included in the pocket of your GROWING UP STRONG program folder.

School: _____

Grade: _____ ID#: _____

Child's Name: _____ Sex: _____

Child's Birthdate: _____

Checklist completed by: _____

Teacher's ID#: _____

Checklist completed on: (date) _____

GROWING UP STRONG
Observable Behavior Checklist Level II

Answer every question. Select the *best* answer you can. If you have not actually *seen* something happen, select "never."

	NEVER (you have never seen this happen)	SOMETIMES (three to four times per month)	OFTEN (one to four times per week)	MOST/ALL OF THE TIME (at least once a day)	Notes or Comments
1. Eager to learn a new skill.					
2. Shows little interest in cooperative play with another child.					
3. Enjoys reading books about faraway or long-ago people.					
4. Eager to make and carry out decisions for self.					
5. Displays apparent understanding of the meaning of good/bad behavior.					
6. Bargains or compromises to obtain goals.					
7. Wants permission or reassurance from an adult before beginning an activity.					
8. Reluctant to enter active group games (softball, wrestling, hide and seek).					
9. Adjusts rapidly to new situations and people, such as starting a new grade at school.					
10. Follows through or stays involved in a class assignment until it is completed.					
11. Uses words to express feelings, both positive and negative.					
12. Holds up hand, volunteers to answer questions, or participates verbally in classroom discussions.					
13. Expresses liking non-verbally for children and adults.					
14. Avoids eye contact when speaking or being addressed.					
15. Demonstrates awareness of own rights and stands up for self.					
16. Has positive relationship with teacher.					
17. Prefers to play quietly beside teacher rather than enter play activities with other children during recess periods.					
18. Considerate of other's feelings.					
19. Tries to please other people.					
20. Jealous of privileges and/or abilities of other children.					

Child's Name _____

	NEVER you have never seen this happen	SOMETIMES three to four times per month	OFTEN one to four times per week	MOST ALL OF THE TIME at least once a day	Notes or Comments
21. Shows anger in a way that does not damage people or equipment.					
22. Cooperates and shares in a group setting.					
23. Accepts loss without becoming upset (in competitive games).					
24. Has apparently internalized standards of "goodness".					
25. Shows pride in accomplishments or creations.					
26. Says "I can do that!" (or makes similar statements showing self-confidence).					
27. Offers suggestions for solving problems in the classroom.					
28. Takes pride in owning and caring for possessions.					
29. Shows little interest in cooperative play within a group of children.					
30. Conforms to classroom rules.					
31. Denies responsibility after breaking a school rule.					

32. Has this child been diagnosed as having a learning disability, a physical handicap, and/or other special need? ☐ no ☐ yes

If yes, please explain briefly:

Using Family Involvement Information and Activity Handouts

In the pocket of the GROWING UP STRONG program folder, you will find masters that can be copied for use as family involvement information and activity handouts. The handouts are designed to give families information and encourage the family and child to become involved in an activity and/or a discussion, or promote positive interactions between school and home. These should be given directly to the family or sent home with the children. Sending something home once each week is a good practice; however, you may wish to space the handouts over an entire year. There is great value in repeating some exercises. When possible, each family should receive a complete set.

Family Focus on Prevention

Drug Facts, Part I

Drug Facts, Part II

Reading is *Fun*damental

Healthy Bodies, Healthy Minds

Creating "Special Times"

What makes you feel good?

What makes you feel angry?

Set a Good Example

Circle the Things That Are Good for Children

"What Do I Do When . . .?"

Help Your Child Build Self-Reliance

Children and Stress

Positive Reinforcement Awards

Note from the Teacher

Award-O-Gram

Happygram

Happy-Day-Feelings Award

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III. Teacher Information

Classroom Management Tips

Rules of the Classroom

Although establishing rules is not always the best way to handle classroom problems, rules are necessary. Here are some guidelines for establishing rules that could assist you in classroom management.

Rules should be **simple, short,** and **make sense to children.** Teachers cannot assume that children understand a rule or will always remember to use it just because they memorized it. Anyone who has ever run a stop sign by accident or gone in an "out" door by mistake will realize that we all forget rules. The main difference is that children tend to do this more often than adults; they do not have our years of experience and practice. In addition, children are frequently more solely involved in whatever they are doing or thinking about and thus forget about rules.

It may be helpful if the children assist in establishing the classroom rules. The need for rules could be discussed with them during a problem-solving exercise.

> For example: "We have had a problem in our reading area lately. The books are not being returned to their proper shelves. How might we solve this problem?"

Encourage the children to think of possible solutions to help them through a problem-solving process. Try brainstorming, discussion, voting, or consensus. Suggest that the class have a trial period in order to give the new rule (or idea) time to work. They can meet again either to evaluate the solution or perhaps decide on another approach.

Enforce Limits

Try not to make exceptions. Children need the security of consistency. When appropriate, have all the rules apply to all the children all the time. Be patient. Anger will make the situation worse. A child who continually tests the limits in your classroom may be provoking negative attention. Focusing on positive reinforcement should reduce the incidents of negative attention-seeking.

> For example: "I like the way Alice and Ben are cooperating today," rather than "George, why aren't you paying attention?"

Socially Acceptable Behavior

When the rules established for the classroom are broken, you might have a classroom discussion to talk about the rules and how they relate to socially acceptable behavior. Guide the children to several solutions to the problem. If all the children helped establish the rules, in some situations they will all be able to help with a solution. You may be surprised how fair the solutions will be.

The importance of behaving in a socially acceptable manner is easy to demonstrate. When children form a line to walk through the hallway to go outdoors, the socially acceptable behavior is to keep one's place. What would happen if everyone decided to be first? Role-playing with eight to ten children will provide a visual demonstration of the need for socially acceptable behavior.

Problem-Solving

We can help children progress toward independence and self-reliance by teaching a systematic method for making decisions and solving problems. Feeling distressed or helpless to cope with life's difficulties can affect a child's performance at school, relationships with others, and the child's self-concept. Research during the past ten years reveals that the more skilled a person is at decision-making, the less likely he is to become delinquent, to abuse alcohol and other substances, or to experience serious mental health problems.

Children who know how to think through a problem are better able to cope with the stresses of life. Problem-solving helps a child learn to utilize of what he or she can do and turn it into effective action.

Five steps in problem-solving include:

1. **Define the problem.** State the problem as specifically as possible, making sure you focus on the problem itself and not the consequences of the problem.

2. **Discuss ways to solve the problem.** When working with a group of children, this is a good time to use brainstorming—encouraging them to think up as many solutions as possible. Keep in mind that what may seem to be nonsense to you might make perfect sense to the children.

3. **Discuss the consequences of each possible solution.** Let the children imagine how each solution would affect other people or other classes. Begin to eliminate those solutions that will not work.

4. **Decide which solution to try and take action.** When working with a group of children have them vote on the solution they wish to try. If it does not work, have them choose another solution and try again.

5. **Evaluate the results.** Solutions that do not work are not necessarily failures. Use the results from one effort to discuss how another solution might work. Will the results be the same or different?

Brainstorming

Brainstorming is a way for everyone to feel comfortable about sharing ideas. The purpose of brainstorming is to hear every idea so that one suggestion triggers another. Children can learn another aspect of problem-solving using this group technique.

In brainstorming it is very important to follow five basic rules:

- **Listen to every idea,** no matter how unlikely it sounds. Either the teacher or a student should be responsible for making a list.
- **Do not comment** on whether ideas are good or useful. List all ideas.
- There should be **no discussion** or comments until everyone has had a turn.
- **It is all right for children to repeat** an idea or to add to one already listed.
- **No criticism** should be allowed. All students should be praised for sharing.

Positive Reinforcement

Find at least one positive thing to say to every child during the day. As you do this, remember that your comments must be sincere. A child who is trying needs praise as well as one who actually succeeds.

In considering what to comment on, it is more productive if you comment on something the child is doing or has done. Avoid commenting about how a child looks or what he is wearing. Your comment can be as simple as, "Johnny, I like the way you're working today!"

As you make positive comments to the children, try to make your language as descriptive as possible. Some examples of descriptive comments:

> "Jane, thank you for helping me pass out the papers. You almost never drop any because you are so careful."
>
> "John, I like the way you are treating your library book. Bookmarks are the best way to mark your place."

For some children, there are days when it can be extremely difficult for the teacher to find a positive action to mention. However, you need to find something to comment on that the child has done well or at least has done better than in the past. Positive reinforcement for trying or continuing to work at a difficult task heightens a child's self-esteem.

Cooperative Learning Model

Some of the classroom activities in this *GROWING UP STRONG Teacher's Guide* lend themselves to the *cooperative learning model* (see *Resources*). Cooperative learning is not a new concept but it has been resurrected in the past decade. Cooperative learning can be an effective tool for teaching academics, social skills, and respect for multicultural differences. Industrial nations, such as Japan, who utilize the model in work situations produce better and faster than those who do not. Students who are taught in cooperative learning groups are able to:

- learn assigned lessons;
- complete tasks efficiently;
- include all group members in their work;
- solve group problems with minimal teacher assistance;
- resolve differences among themselves; and
- enjoy the process of working together.

Children's Art

Half of a child's brain is right hemisphere and responds to visual, musical, and motion-oriented phenomena. Although it is popular to think of individuals as "right brain" or "left brain" dominant, both hemispheres need stimulation to create wholeness. Consequently, art has its place in a classroom curriculum.

Children have a strong natural drive to use visual media. Art can become a personal language in which children are able to externalize and express feelings for which they have no words. Art can provide balance for the cognitive development process.

It is not necessary for a teacher to be artistically gifted in order to provide good art experiences. It is not necessary for a child to be artistically gifted to benefit from an art activity. Encouragement of the creative process and time to create are sufficient for fostering continuation of children's art forms.

The following points should be discussed or relayed to your students:

1. Art is a way of speaking without words. Communicating with art allows feelings to be transmitted from the artist to viewer.

2. Each child's artwork is important and should not be compared with that of another. (Note: While children's poster competitions and judged art shows are common, it is counter-productive for young children.)

3. Respect for one's own creations and that of others is critical to the visual media process. Criticism or ridicule cannot be tolerated.

4. Art does not need to be pictorial. Colors, shapes, or abstract drawings are expressive and communicate feelings.

5. Research indicates that third graders are especially vulnerable to developmental blocks in art. As children begin to notice the visual disparity between a creation and an actual object, they may become discouraged or devalue their art. Encouragement is particularly important at that stage.

6. Art is a universal language. If you are able to expose your students to museum-quality art, you might note the different languages spoken by the artists.

In the right atmosphere, art becomes a stress management tool. You might join your students in creating art to reduce your own stress level.

Books and Resources

This compilation of books and resources will assist you in your efforts to provide the best possible environment for children while working more effectively with their families. If families request books on sensitive subjects or special interests, the following books might be recommended.

Children's Books

Allison, Alida. *The Children's Manners Book.* Examples of caring and thoughtfulness help children understand the need for mannerly behavior.

Asch, Frank. *Popcorn.* Guests at a Halloween party get carried away with preparing treats.

Barton, Byron. I Want To Be An Astronaut. Bold illustrations introduce space travel to the young child.

Berger, Melvin. illus. by Marilyn Hafner. *Germs Make Me Sick.* Mixing information with reassurance, this books explains how some germs cause illness and how the body fights them.

Blos, Joan W. illus. by Marc Simont. Martin's Hats. With a change of hat Martin begins a journey as far-reaching as his imagination.

Brooks, Dr. Robert. illus. by Susan Perl. So That's How I Was Born. A resource for parents to help them answer questions about sex frequently raised by children.

Brown, Laurene K. and Marc Brown. Dinosaur's Divorce. Children will find answers to some of their questions about life after divorce.

Carle, Eric. A House for Hermit Crab. A modern-day fable based on the true habits of the hermit crab.

Charles, Donald. *Fat, Fat Calico Cat.* After suffering from eating the wrong kinds of foods, Calico Cat discovers the benefits of a proper diet.

Chlad, Dorothy. Strangers. Not cutesy or scary—rules for safe behavior around people children don't know.

Chlad, Dorothy. Playing on the Playground. This book illustrates the importance of obeying safety rules—multicultural and special needs included.

Clifton, Lucille. illus. by Ann Grifalconi. Everett Anderson's Goodbye. Everett Anderson has a difficult time coming to terms with his father's death.

Combs, Ann. illus. by J.J. Smith-Moore. *How Old Is Old?* Alistair's grandfather demonstrates that old is a relative concept.

Esbenson, Barbara Juster. illus. by Helen K. Davis. *The Star Maiden.* This version of an *Objiway* legend tells of the Star Maiden who longs to come to Earth and live among the people.

Handford, Martin. *Find Waldo Now.* This unusual game book follows Waldo as he travel through time to visit cavemen, ancient Egyptians, Vikings, Romans, Aztecs, and many more.

Havill, Juanita. illus. by Anne Sibley O'Brien. *Jamaica's Find.* Children will identify with Jamaica when she rejoices as a lost toy is returned to its owner.

Heller, Ruth. *Kites Sail High.* This simple rhyming text is perfectly married to the imaginative illustrations to make learning and language a joy.

Hoban, Tana. I Read Signs. Colorful photos of familiar signs (Walk, Exit, Stop) are a source of pleasure and learning for children.

Hoffman, Mary and Joanna Burroughs. *My Grandma Has Black Hair.* Sylvia's granddaughter learns that her grandma is very special—and different.

Lindbergh, Reeve. illus.by Susan Jeffers. *The Midnight Farm.* A mother and son make a reassuring tour of a farm at midnight, sharing a vision of nature and humanity in harmony.

Martin, Bill Jr. and John Archambault. illus. by Ted Rand. Knots on a Counting Rope. An old man uses a counting rope to help his blind grandson gain confidence.

Mayer, Mercer. There's Something in My Attic. Children will identify with the heroine's fears and be comforted when she lassoes the monster.

McKissack, Patricia. illus. by Jerry Pinkney. *Mirandy and Brother Wind.* A rich story of a saucy girl who captures Brother Wind himself and dances with him at her first cakewalk.

Mellanie, Bryan. *Lifetimes.* Wonderful illustrations explain that all living things have their own special lifetimes.

Munsch, Robert. illus. by Michael Martechenko. *Paperbag Princess.* The clever princess outsmarts the dragon and rescues her prince.

Munsch, Robert. illus. by Shelia McGraw. *Love You Forever.* A heart-touching story of the relationship between a mother and her son.

Murphy, Joanne Brissan. *Feelings.* This book portrays the basic human emotions experienced by all children.

Oxenbury, Helen. *My First Day of School.* A glimpse into the activities of a day at nursery school.

Polacco, Patricia. *The Keeping Quilt.* Ms. Polacco tells the story of her own family and the quilt that remains a symbol of their enduring love and faith.

Preston, Edna Mitchell. illus. by Rainey Bennett. *The Temper Tantrum Book.* Young animals express their anger at situations that frustrate and annoy children.

Rogers, Fred. *The New Baby.* Mr. Rogers tells young children what to expect when the new baby arrives.

Rogers, Fred. *When a Pet Dies.* Photographs of real people help young children understand feelings of sadness when a pet dies.

Scott, Ann Herbert. illus. by Glo Coalson. *On Mother's Lap.* An Eskimo boy struggles with the problem of jealousy and learns there's always room on Mother's lap for both him and his baby sister.

Spier, Peter. *Dreams.* Share the imaginative fantasies of two children as they enjoy the spell of a warm summer day.

Spier, Peter. *Oh, Were They Ever Happy.* Three children stretch their imaginations to create a riot of colors.

Spier, Peter. *People.* A delightful look at the faces, homes, and customs of the people of the world.

Steptoe, John. *Mufaro's Beautiful Daughters.* Children will enjoy the Cinderella outcome of this modern African fable.

Stinson, Kathy. illus. by Heather Collins. *The Bare Naked Book.* More than 100 full-color drawings encourage the young child explore and discover his/her own body.

Strauss and Friedland, ills. by d'Elgin. *See You Later, Alligator.* This book takes you to the land of laughter where a wacky collection of busy creatures fills page after rhyming page with fun.

Sundgaard, Arnold. illus. by Eric Carle. *The Lamb and the Butterfly.* Warm and humorous, a lamb and a butterfly learn about each other's ways of life.

Swann, Brian. illus. by Ponder Goembel. *A Basket Full of White Eggs.* The 15 riddle-poems in this challenging book have been mystifying people for years.

Turkle, Brinton. *Deep in the Forest.* A reversal of the conventional Goldilocks and the Three Bears tale, told in pictures.

Viorst, Judith. illus. by Ray Cruz. *Alexander and the Terrible, Horrible, No God, Very Bad Day.* Helps children understand that bad days happen to everyone once in a while.

Waber, Bernard. *Ira Says Goodbye.* This story is a great help to children who dread change.

Wilhelm, Hans. *I'll Always Love You.* A compassionate view of a grieving child and his fond remembrances.

Wood, Don and Audrey. *Elbert's Bad Word.* This tale is certain to tickle anyone who has been shocked by bad language.

Zolotow, Charlotte. illus. by Catherine Stock. *Something Is Going To Happen.* Share a family's wonder and delight as they discover the winter wonderland outside their front door.

Zolotow, Charlotte. *A Tiger Called Thomas.* This gentle story reassures children that making friends isn't as hard as it seems.

Stopwatch Books. Each book in this series has close-up photography to study nature, bi-level text, and photo summaries. Series includes: *Butterfly and Catterpillar, Spider's Web, Chicken and Egg, Apple Tree, Bean & Plant.*

Meet the Masters. Page after page of full-color artwork, plus easy-to-read text. Series includes: *Picasso, Van Gogh, Michelangelo, Rembrandt, Da Vinci, Renoir, Klee, Chagall, Raphael, Velasquez, Rousseau, and Gauguin.* Available from Toys To Grow On (800)542-8338.

Cooperative Learning

Johnson, David and Roger Johnson. *Cooperation in the Classroom.* 1985. Structuring classrooms in a cooperative goal setting, where students are interested in each other's learning.

Johnson, David, Roger Johnson and Edythe Johnson Holubec. *Circles of Learning* (revised and expanded second edition). A guide for educators in the concept of cooperative learning, the stages teachers use in implementing it, and methods of employment in supervising its use by teachers.

Johnson, Roger, David Johnson and Edythe Johnson Holubec, editors. *Structuring Cooperative Learning: Lesson Plans for Teachers.* 1987. Original lessons from network teachers across the U.S. and Canada, providing samples for all grade levels and subject areas.

Johnson, David and Roger Johnson, editors. *Cooperative Learning: Warm-Ups, Grouping Strategies and Group Activities.* A variety of activities designed to help training participants make contact with each other, to put students into cooperative groups, and to focus on collaborative skills.

Prevention Technology Resources

Drug-Free Schools and Communities Centers

Northeast Regional Center
Drug-Free Schools and Communities
12 Overton Avenue
Sayville, NY 11782-0403
(516)589-7022

Southeast Regional Center
Drug-Free Schools and Communities
100 Edgewood Avenue, Suite 1110
Atlanta, GA 30303
(404)688-9227
(800)241-7946

Midwest Regional Center
Drug-Free Schools and Communities
2001 N. Clybourn, Suite 302
Chicago, IL 60614
(312)883-8888

Southwest Regional Center
Drug-Free Schools and Communities
555 E. Constitution Street
Norman, OK 73037
(405)325-1454
(800)234-SWRC

Western Regional Center
Drug-Free Schools and Communities
101 S.W. Main Street, Suite 500
Portland, OR 97204
(503)275-9479
(800)547-6339 (outside Oregon)

Center for Child and Family Development
Continuing Education and Public Service
The University of Oklahoma
555 E. Constitution Street, Suite 221
Norman, OK 73037
(405)325-1446

Oklahoma Federation of Parents
4021 South Harvard Avenue, Suite 206
Tulsa, OK 74135
(918)742-2288

National Federation of Parents
Communication Center
1423 N. Jefferson
Springfield, MO 65802
(417)836-3709

National Prevention Implementation Program
8201 Greensboro Drive, Suite 600
McLean, VA 22102
(703)556-0212

Office for Substance Abuse Prevention
Rockwall II
5515 Security Lane, Ninth Floor
Rockville, MD 20852

IV. Classroom Activities

Teaching Personal Safety Units

Each year millions of children are injured in major or minor accidents at school, at home, or while playing. Children need to know that accidents can be prevented. Personal safety is a unit which can be presented to your class on an ongoing basis throughout the school year. Most communities have a variety of organizations which can be contacted to make short presentations on personal safety. Below are several personal safety issue categories along with suggestions on how to address them. Community representatives become positive role models for the children as they provide important information about becoming a safe person.

Fire Safety

Contact your local fire department to request a program on fire safety for your class. Most fire safety programs include discussions on how to plan emergency exit routes from the home. Many fire departments will arrange for children to see a fireman fully equipped in protective clothing. This acquaints children with the odd appearance of a fire fighter during an emergency and assures them that firemen are their friends. Have the children plan emergency escape routes from their classroom or homes, including back-up plans in case the halls should be smoke-filled or blocked. The children might also draw pictures of fully equipped firemen with their fire truck.

Safety on Wheels

Most law enforcement agencies will be happy to present a program on *bicycle safety,* including care and maintenance of a bicycle, traffic regulations, and the advisability of wearing protective gear. This unit could also include information on *roller skating and skateboard safety.* Have the children draw a picture or write a story about bicycle safety, with special emphasis on proper hand signals when bicycling in traffic. Plan a time for practicing bicycle safety in the school yard. Discuss the need for protective gear when using a skateboard.

Water Safety

The Red Cross provides water safety information for swimmers. Even young children can learn the basics of water rescue as an infant can drown in a few inches of water–in the bathtub or a child's inflatable pool. Knowledge of water safety rules such as swimming with a "buddy" and avoiding swollen streams might save a child's life.

Gun Safety

Your local police or sheriff's department can present a program on gun safety. In some states, the Wildlife Commission has gun safety materials suitable for children. Afterwards the children could write a story or draw a picture about gun safety. Where do guns belong? Is an unloaded gun safe? Children have shot their playmates, thinking a real gun was a toy. *Guns and children do not mix.*

Traffic Safety

Boy Scouts earn a safety merit badge for learning traffic safety and might be a good source for a short presentation. Police departments or the Highway Patrol might provide a presentation on pedestrian and car passenger safety. Using seat belts should be emphasized.

Safe at Home

State university extension programs often present short programs on safety in the home including hints on how to deal promptly with emergencies. The children could write a story or draw a picture about how their homes are made safe against accidents, for example, smoke alarms, storage of cleaning supplies and medicines, and poisoning prevention.

State poison control centers provide programs on poison safety. Ask the children to make a list of potentially dangerous poisons in and around their school or home. Household cleaning supplies often contain hazardous ingredients.

First aid is usually taught by Red Cross volunteers but older Scouts may be qualified to teach basic first aid to your children. The minimum skill level needed for children to be "safe" includes mastering the Heimlich maneuver, dressing cuts and scrapes, pressure points for cessation of bleeding, handling burns, and temporary treatment of sprains and broken bones. Although most second and third grade children do not have the lung capacity necessary for CPR, an introduction to the techniques could be useful.

Safe from AIDS

Your state or local Health Department or in some states, Mental Health Department, can provide age-appropriate information about AIDS. Misinformation may cause phobic reactions, increase stress, and leave children unprotected. Even if you utilize an AIDS curriculum, a community representative might enhance a free exchange of fears for information.

Three safety activities for the classroom have been included on pages 32-34. Community representatives may have additional activities–coloring books, information sheets, or brochures–to give your students.

Fire Safety Activity

Objective:

To teach the child to be prepared in case of a fire emergency.
To teach fire prevention.

Background Information:

More than 300 people die each year in residential fires as a result of child fireplay and it is the leading cause of death of preschool children in residential fires. Each year more than $150 million in property damage is caused by residential fires as a result of children playing with fire (matches or lighters). Smoke detectors were not present in 84 percent of the homes where preschool fatalities occurred. Thirty-eight percent of all children in grades one through eight have played with matches or lighters.

The best way to handle a fire emergency is to be prepared by talking about what to do and practicing fire drills.

Rules to reinforce:

1. Never play with matches, lighters, fireworks, candles, kerosene, gasoline, or other flammables, including chemicals found around the house.
2. Talk about what to do in case of a fire – have a plan.
3. Don't plug too many appliances into one outlet.
4. Know how to report a fire.
5. If clothing is on fire, **stop, drop, roll!**

Reinforcement:

Have the children practice stop, drop, and roll, followed by a fire drill.

Gun Safety Activity

Objective:

To reinforce that guns are dangerous and should never be touched.
To teach problem-solving.

Background Information:

It's becoming a frequent occurrence for a child to find a gun kept hidden in the home and accidently shoot a friend or relative. Children must be taught never to touch a gun or to point it at someone. It is important to teach children what to do if they encounter guns at a friend's house. They should not touch the gun and they should tell their friend to leave it alone. If the friend persists in playing with the weapon, the child should leave the house *immediately* and tell an adult what is happening. The child should never attempt to take the gun away from his friend.

Guns and children do not mix. Accidental deaths caused by the possession of guns in the home are four times more numerous than those caused by robbers.

Problem-Solving:

1. What would you do if you found a gun in someone's home?
2. What would you do if your friend wants to play with a gun?
3. How would you know the difference between a real gun and a toy?

Traffic Safety Activity

Objective:

To teach the basic rules of safety for pedestrians and car passengers.

Background Information:

Traffic has always been a hazard for children. From the time a child is old enough to cross the street alone until he is able to drive a car, learning traffic rules are important.

Covered in this lesson:

Pedestrian

Cross at intersections.
Look both ways and around corners for oncoming cars; even if the light is green.
Don't play in the street.
Walk, don't run across the street.
Don't cross the street between parked cars.
Be extra careful when you cannot see well in rain, snow, fog, or at night.
When walking in the street, walk facing oncoming traffic.

Passenger Safety

The automobile is the number one killer of children under the age of five years. Ninety percent of these deaths could be avoided with the use of seat belts or proper restraining devices.

Here are some rules for riding in a car or bus:

1. Always use a seat belt.
2. Do not talk to the driver while driving in heavy traffic.
3. If the driver is tired or bored, talking can help keep the driver alert.
4. Never argue, talk loudly, or play rough in a car or bus.
5. Lock the doors and keep hands, heads, and feet inside the car or bus.
6. Never throw anything from the vehicle.

Drug Facts, Part I

Although research indicates that parents are the most effective source of factual drug information for children, not all parents communicate well with their children. The information contained in Drug Facts, Part I is identical to a "Family Focus" duplication master. In order to be effective and have a positive impact on future decision-making, alcohol and other drug information must be **factual, up-to-date,** and **not exaggerated.** Drug Facts, Part I includes drugs which are termed "gateway" substances. Gateway substances are those which individuals report having tried first, in particular alcohol and tobacco. Accurate information, combined with other prevention strategies such as GROWING UP STRONG, helps children make better choices.

Substance	Street Names	Appearance	Usage	Comments
Alcohol	Booze Hooch Beer	Liquid	Generally taken as a drink.	Alcohol is a legal substance which is readily available. Alcohol is a drug, however, and any beverage containing alcohol is illegal and dangerous for children.
Tobacco	Cigarette Cigar Chew Snuff	Leafy, golden brown rolled into cigarettes or cigars; leafy, dark brown for chewing; and a white powder for sniffing	Smoked Chewed Sniffed	There is a myth that chewed tobacco is not a health hazard. Mouth and throat cancer are reportedly on the increase as more young people chew tobacco.
Marijuana	Pot Grass Weed Reefer Dope	Dried parsley mixed with stems and possibly seeds	Smoked Eaten	Once believed to be "harmless", marijuana interferes with emotional development, the ability to learn, and discourages physical activity in children.
Hashish	Hash	Brown or black cakes or balls	Eaten Smoked	
Inhalants				
Nitrous Oxide	Laughing gas Whippets	Propellant for whipped cream in aerosol spray cans Small 8-gram metal cylinder sold with a balloon or pipe	Vapors inhaled	Inhalant abuse can cause brain damage, lung damage, or death. Many of the abused products are common household items or available in convenience stores. Brand name inhalants such as "Rush" are designed for abuse and generally have no other true purpose. Many cities have banned brand name inhalants to protect children.
Amyl Nitrite	Poppers Snappers	Clear yellowish liquid in ampules	Vapors inhaled	
Butyl Nitrite	Rush Bolt Locker room	Packaged in small bottles	Vapors inhaled	
Chlorohydrocarbons	Aerosol sprays	Aerosol paint cans Containers of cleaning fluids	Vapors inhaled	
Hydrocarbons	Solvents	Cans of aerosol propellants, gasoline, glue, paint thinner	Vapors inhaled	

Note

"GUS and GUSSIE Are Offered Funny Cigarettes" could be used as a companion activity.

Drug Facts, Part II

Because of the wide variety of illegal and prescription drugs, it is almost impossible to recognize physical differences among drugs. Children need to know never to eat, drink, or sniff any substance offered by a person not designated in advance. Drug Facts, Part II includes substances frequently called "hard" drugs. It is important to note, however, that there are no "soft" drugs.

It is unlikely that children in second or third grade will be offered the drugs listed in Part II, with the exception of crack. Crack is a pellet-like form of cocaine which is extremely addictive. Because children are known to be employed as drug "runners" in some urban areas, younger children are being exposed to crack. The immediacy of addiction causes crack to be an attractive lure for recruiting children into the illegal drug business.

Substance	Street Name	Appearance	Usage
Cocaine	Coke Snow Flake Blow	White crystalline powder, often diluted with other ingredients	Inhaled through nasal passages Injected Smoked
Crack or cocaine	Crack Freebase rocks Rock	Light brown or beige pellets–or crystalline rocks that resemble coagulated soap; often packaged in small vials	Smoked
Amphetamines	Speed Uppers Pep Pills Benzedrine (Bennies) Dexedrine (Dexies) Biphetamine (Black Beauties)	Capsules Pills Tablets	Taken orally Injected Inhaled through nasal passages
Barbiturates	Downers Reds Yellows Nembutal Seconal Amytal Tuinals	Red, yellow, blue, or red and blue capsules	Taken orally
Heroin	Smack Horse Junk	Powder, white to dark brown Tar-like substance	Injected Inhaled through nasal passages Smoked
Phencyclidine	PCP Angel Dust Hog Loveboat	Liquid Capsules White crystalline powder Pills	Taken orally Injected Smoked
Lysergic Acid Diethylamide	LSD Acid	Brightly colored tablets Impregnated blotter paper Thin squares of gelatin Clear liquid	Taken orally Licked off paper Gelatin and liquid
Mescaline and Peyote	Mesc Buttons Cactus	Hard brown disks Tablets Capsules	Disks–chewed, swallowed, or smoked Tablets and capsules–taken orally
Psilocybin	Magic mushrooms Mushrooms	Fresh or dried mushrooms	Chewed and swallowed

AIM HIGH Club

The purpose of the AIM HIGH Club is to encourage children to solve problems related to the development of socially acceptable behavior. The ability to behave in a socially acceptable manner, in combination with life skills acquisition promotes a positive self-concept in young children. Children who are accepted by their peers and interact well with adults develop good mental health.

With the guidance of a teacher or counselor, club members should "AIM HIGH" to establish rules and procedures which promote positive peer pressure. The children should become good examples for each other, encouraging commitment to the rules. Problem-solving when the rules do not fit or when new situations arise can be accomplished with cooperative learning techniques.

Although the club concept is flexible, some suggestions for starting an AIM HIGH Club are as follows:

1. Establish rules for treating each other with courtesy and respect. Remember the "Golden Rule": "Do unto others as you would have them do unto you."

2. Mediate disputes through problem-solving panels which rotate membership.

3. Brain-storm (see page 23) solutions to classroom dilemmas using suggested problem-solving techniques.

4. Utilize some of the "Family Focus" activities for club meetings (see page 40).

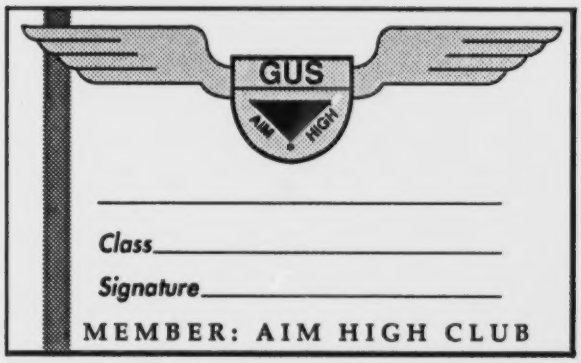
5. Increase feelings of competency and self-esteem through helping each other acquire life skills.

6. Reduce stress through having fun!

Note

Problem-solving panels in a Wilson Elementary School classroom (Seminole, Oklahoma) were so popular that the children objected to stopping during the piloting process. Cooperative problem-solving can be a major asset in promoting socially acceptable behavior.

The AIM HIGH card makes membership "official". The duplication master can be copied on card stock or any stiff paper. If copied on regular paper, it can be glued or taped to construction paper or cardboard.



The AIM HIGH badge could be worn at club meetings or taken home to show a child's family. The duplication master can be copied on card stock or regular paper and "laminated". A paper badge could be glued to cardboard for durability.

Introducing GUS and GUSSIE

Curriculum Areas:

Language arts

Goals/Objectives

To introduce GUS and GUSSIE to the class.

To foster cognitive development and writing skills.

What You Need

- GUS and GUSSIE dolls or puppets

Procedure

1. Place GUS and GUSSIE in inconspicuous places before the children enter, but somewhere that the children might see them. Allow the dolls to remain there all morning. If the children question why they are there or who they are just say, "They are some new friends who are visiting."

2. After lunch, or later in the morning, remove the dolls and ask the children if they noticed the visitors. Ask them to write about GUS and GUSSIE or draw a picture to see how much they noticed about the visitors. The children could guess why GUS and GUSSIE were in their classroom or make up a story to explain who they are.

3. If your children were in a GUS K-1 classroom, they may already know about GUS and GUSSIE. A substitute activity would be to use a storyline for the children to complete.

   Example of a story line:

   - "GUS and GUSSIE came to our class and they were surprised to see . . ."
   - "GUSSIE said, 'I want to . . .,' but GUS said, 'I want to . . .' So they . . ."

4. When they complete this activity, introduce the dolls or puppets as GUS and GUSSIE. Explain that they will be part of your class this year and special friends for the children.

   GUS means: Growing Up Strong

   GUSSIE means: Growing Up Strong Says "I'm Excellent"

Note

If you have a recording of the GUS and GUSSIE theme music, this would be a good place to introduce the song. Contact the Center for Child and Family Development for program accessory information.

GUS and GUSSIE Hold a Meeting

Curriculum Areas

Social studies

Goals/Objectives

To help children develop opinions and express them.

To encourage children to take turns.

To develop listening skills.

To foster problem-solving.

What You Need

- GUS and GUSSIE dolls or puppets

Procedure

1. Early in the school year establish a daily or weekly meeting time for group discussions. If weekly, Thursdays or Fridays might be good. There may be things that happened during that week that need to be resolved. If meeting daily, perhaps the end of the day would be appropriate.

2. Set guidelines for the group discussion. Guide the children in discussing and resolving the problem. If a child has something to say they must raise their hand. Teasing or interrupting is not allowed during group discussions.

3. GUS and GUSSIE dolls or puppets can be used to stimulate participation from each child.

   Example: GUS/GUSSIE "You must really be thinking about what we said. How do you feel about it?"

   OR

   Have GUS and GUSSIE introduce a topic: "Today on the playground, a big kid came over to me with a sheet of star shaped candies. He said if I gave him my lunch money, he would give me some. Mom told me about some candy shaped like that. It might be a drug. I told the big kid no, but I really wanted to try one. What would you have done?"

4. Feel free to use your imagination in the introduction of new topics. Be as consistent as possible about the timing of the meetings. If used routinely, the meetings will reduce behavior problems in your classroom.

Note

This activity can be used throughout the school year in connection with the AIM HIGH Club.

GUS and GUSSIE Are Offered Funny Cigarettes

Curriculum Areas

Social studies

Goals/Objectives

To help children develop refusal skills.

To provide practice in decision-making, problem-solving, and assertiveness.

What You Need

- GUS and GUSSIE dolls or puppets

Procedure

1. GUS and GUSSIE are playing on the slides in the park. They see some older children talking to an adult. The man gives the children something then gets into his car and drives away. The oldest child approaches GUS and GUSSIE, holding something in his hands.

   "Hey kid, you want a smoke?" says the boy, handing GUSSIE a "funny cigarette". GUSSIE doesn't know what to do. Ask the children: "What should GUSSIE do?" "What would you do if this happened to you?"

2. Use this incident to help the children think about possible solutions to GUSSIE'S problem. Have the children make a list of the solutions. Ask the children "role play" the incident, using their suggestions to solve the problem.

Let's Plan a Party

Curriculum Areas

Language arts

Goals/Objectives

To foster cooperation on a group project.

To teach listening skills.

To facilitate decision-making.

What You Need

- Pencil and paper for each child to take notes while discussing party plans.

Procedure

1. Begin a general discussion on working together to plan a special project for someone else.
2. Ask the children what type of party they could plan, who the guests will be, and what materials will be needed for the special project.
3. Encourage the children to practice brainstorming (see page 23), decision-making, and cooperative techniques to complete the task.
4. The children might consider ways that GUS and GUSSIE could be included in the party or the decorations.

Examples:

- A field trip to a senior citizens' center or intermediate care nursing home for a holiday celebration or a special event.
- A reception for family members at a school open house or parent-teacher organization.

Aesop's Fables

Curriculum Areas

Language arts
Social studies

Goals/Objectives

To foster cooperation and assertiveness

What You Need

- Aesop's Fable

Procedure

Aesop's Fables lend themselves to starting discussions.

1. Have the children read and act out the story.
2. Explain what a "moral" is so the children will understand the reason for the story.
3. Point out that situations can be deceptive. Would a "real" friend offer a child drugs? Is someone who wants you to do something unsafe a "real" friend?
4. Ask the children tell you a story about a time when they were fooled or deceived.

Aesop's Fable: The Wolf in Sheep's Clothing

A Wolf found great difficulty in getting at the sheep because of the vigilance of the shepherd and his dogs. But one day, it found the skin of a sheep that had been flayed and thrown aside. It put the skin on over its own pelt and strolled down among the sheep. The Lamb that belonged to the sheep whose skin the Wolf was wearing began to follow the Wolf in the Sheep's clothing. Leading the Lamb away from the flock, the Wolf soon made a meal of her, and for sometime he succeeded in deceiving the sheep and enjoying hearty meals.

Moral of story -- Appearances Can Be Deceptive

Story Starters

Curriculum Areas

Language arts

Goals/Objectives

To provide assertiveness and problem-solving practice.

What You Need

- GUS and GUSSIE dolls or puppets

Procedure

The following are a series of story starters to emphasize the overall focuses of GUS 2-3. Each story should be placed on separate card stock and left in the writing center or used as an extension of a writing lesson.

1. Explain to the children that GUS and GUSSIE are dolls with hair, clothes, faces, and other body parts, but they are not real. They can not think or decide things.

   Let's pretend they are real. Ask the children to write a story about GUS and GUSSIE.

   - What kind of persons are they?
   - Where do they live?
   - Do they have other brothers and sisters?
   - What are their families like?

2. Sometimes we want to be friends with someone special but for some reason they like someone else.

   - What is a friend?
   - Who are your friends?
   - Why are they your friends?
   - Are GUS and GUSSIE your friends? Why?

3. How can you be a friend to someone? List some ways you can be a friend.

4. There is a new boy in school today. He is very quiet and sometimes we see tears in his eyes. On the playground he wanted to play ball and the other children would not let him play. He walked away very slowly.

   - How could you help him become a part of the class?

   - Have you ever felt shy when you were doing something you had never done before?

5. Your very best friend decides he wants to leave the playground at recess and skip school the rest of the day. He asks you to go with him. What do you do? Make a list of all the **problems** you would have if you went with him.

6. Several bigger kids are at the playground. One of them asks you if you would like to have a drink from his beer can.

   - What would you do?
   - Would you tell?
   - Who would you tell?

Beginning a Visual Journal

Curriculum Areas

Art
Language arts
Self-concept

Goals/Objectives

To help the children record some of their daily experiences in non-verbal media.

To provide a place to express some of the feelings that tend to distract children from their school work.

What You Need

- A simple book format for each child with blank pages for drawing and writing.
- Crayons, oil pastels, or magic markers

Procedure

1. Explain the concept:

   A visual journal is like a diary but it will start each entry with a picture. Sometimes it will be a picture of something that happened that day. Other times it will be something children make up, dream, or imagine. It could be a mass of colors. On the following page, children should write about that day or tell about the picture.

2. Ask the children to open their books to the first page and write their first names in large letters. They may decorate their names by filling in the spaces with contrasting colors, flowers, dots, lines, or whatever comes to mind.

3. Ask the children to write a page. Each child should think about what he has experienced that day, including as much detail as possible.

4. With permission or within guidelines, children should have access to their journals all day. Encourage them to use their journals when things are not going well.

5. Look through a few of the journals or plan to let the children share them during set times. Avoid insisting that they share. Ask them to tell you when they want you to look at their journals. Most children will be delighted to share with you.

6. If you allow time for the visual journal several times a week, the journals will become a stress management device.

Perspective with GUS and GUSSIE

Curriculum Areas

Science
Art

Goals/Objectives

To provide an experience in perspective.

To teach spacial relationships.

To blend science with art.

What You Need

- GUS and GUSSIE dolls or puppets or alternate objects

Procedure

1. Ask the children to "measure" GUS and GUSSIE by stretching their arms to full length and, **visually**, placing the index finger at the top of the doll's head and the thumb at the shelf line where the body is in the sitting position.
2. After retrieving the dolls from the shelf, ask the children to hold their measurements up to one doll at close range.
3. Have them measure the head of a child a few seats away, then look directly at the measured space between the thumb and forefinger. Ask the children to compare their visual measurements with the actual size of dolls or other objects.
4. As the children hold the distant measurement of the doll, slowly carry GUS and GUSSIE toward them. Ask them to watch as the dolls seem to grow bigger.

Building Perspective Awareness

Curriculum Areas

Science
Art

Goals/Objectives

To blend science with art.

What You Need

- Drawing paper for each child
- Crayons or paints

Procedure

1. Begin a discussion about buildings in your town and neighborhood. If possible, go on a walk around the block, stopping to look at houses or other buildings. Point out how houses cover up parts of one another when you look down the block.

2. This should be a special experience in perspective awareness. Ask the children to measure a house down the block, between the thumb and forefinger, at arm's length. Then move the hand while holding the measurement and look at it again. The children will be amazed at how small it really looks. Ask, "Do you think that house is really **that** small? Compare that house with the apparent size of a house that is closer to you. Continue exploring size relationships.

3. After returning to the classroom allow the children to draw a picture of their perspective experiences.

4. As you observe the class, encourage the children to fill their pictures with as much detail as possible.

Note

Emphasize to the children that they are not trying to do what a camera can do. At this age most children may become discouraged if taught the principles of traditional mechanical perspective. They need many experiences comparing size relationships. Simple things are best.

Coloring Experience

Curriculum Areas

Art

Goals/Objectives

To foster experience with art expression.

What You Need

- Crayons
- 1 to 3 sheets of white drawing paper per child (newsprint or scrap computer paper work well.)

Procedure

1. To get the children motivated, talk about their experiences during the first few days of school.
2. The following types of questions are helpful.

   Were you excited about the first day of school? Were you scared?

   When you came into the classroom what did you notice about it? What did you notice about the other children? What can you see from your seat?

   How did you come to school? Did you walk, ride a bike, or come in a car or bus? How did you come to school before?
3. Discuss feelings with the children. Sometimes we are happy about the beginning of school and sometimes a little scared. Sometimes we feel happy and sad about changes.
4. Have each child explore feelings by filling half of one sheet of paper with a color she thinks of when she is happy and the other half with the color she thinks of when she is a bit scared or sad. Most children know exactly what color is their happy or scared color. The colors are seldom exactly alike.
5. With the two colors as background, ask the children to draw a picture of the way they came to school. Use black or another contrasting color so it will stand out against the two background colors.

Note

This activity is recommended for the beginning of the school year. By second or third grade, most students have had discouraging art experiences.

Texture Boxes

Curriculum Area

Art
Language arts

Goals/Objectives

To permit children to express feelings.

To encourage imagination.

What You Need

- 1/2 gallon milk carton or similar container with the top cut off for each child
- Collection of rocks, sand, sandpaper, metallic foil, paper clips, metal materials, and other items that can be glued together to create an interesting surface texture to touch
- Elmer's or white glue
- Scissors
- Spray paint (see note)
- Masking tape

Procedure

1. Before beginning this project, prepare your demonstration texture box and allow the children to experience the different textures by touch. Cut a door by slicing down one corner and across the bottom of one side. The door will be closed and painted later.

2. Have the children completely fill the inside of the texture boxes by gluing 2" x 3" sections of different textures together. The sections of textures should be fitted together freely. Allow a small section to be left uncovered to create a smooth texture.

3. When the texture box is completed, close the cut corners of the carton with tape and cover with either cloth, construction paper, or several coats of spray paint.

4. Ask each child to decorate the outside of her texture box with the child's name spelled out in various designs.

5. Keep the texture boxes in the classroom and encourage the children to share their boxes with each other. Discuss how the soft, rough, and metal textures make them feel. Perhaps the children could start a story or poem while feeling the inside of a texture box.

   Examples:

   What comforts me or what makes me feel safe?

   Suppose you were exploring a strange cave filled with unknown objects. What would you guess from touching the textures?

   Imagine you were a genie locked in your texture box instead of a bottle. What would that be like?

Note

Spray paint is sometimes used as an inhalant. If you use spray paint, proper ventilation is critical. Explain the safety rules to the children.

The View from My Desk

Curriculum Areas

Language arts
Art
Science

Goals/Objectives

To provide a visual framework for mastering the concept of "overlap".

To foster visual development.

What You Need

- Drawing paper and magic markers for each child

Procedure

1. With all the children seated at their desks, ask each child to look at a child two desks away but in the same row. Ask, "What **can** you see?"

   Have the children measure the head of the child they have chosen, using the thumb and forefinger technique, and compare it with the size of the person's head seated in front of them.

2. The children may begin drawing "The View From My Desk".

3. Third grade children could be encouraged to write a few sentences describing the view from their desks.

Reinforcement:

Initiate a day or two of exploring their school and home environments; discovering what they are really seeing by using the "measuring game" or answering the "overlap question": "How much can you **really** see?"

Note

Visual overlapping is one of the brain's visual cues alerting us to where people and things are situated. Helping children to become more aware of what they are **really** seeing is in line with their **visual developmental stage**. However, they are more aware of what the world looks like at this stage and could become overly critical of their drawings.

Observing and "Feeling" Art

Curriculum Areas

Art
Science

Goals/Objectives

To encourage children to observe details.

To teach comparisons.

What You Need

- Two or more posters or prints which have some similarities.

Procedure

1. Display the posters at eye level for the children.
2. Ask them to study the posters carefully, allowing two to five minutes.
3. Ask volunteers to tell you something about one poster. Make a list of all the details the children give you on the board. Repeat this step for each poster.
4. After they have looked for specific characteristics about each poster, let the children compare the posters verbally.
5. Encourage them to compare shapes, color, and the "feeling" evoked by the art.

Reinforcement

1. Repeat using other prints or photographs.
2. Visit an art museum and make comparisons. Demonstrate that art is a universal language by showing the children the different nationalities and languages of the artists.

Note

If you do not have posters or prints at your school, they are available at many public libraries in the Children's Section.

Clay Portraits

Curriculum Areas

Art

Goals/Objectives

To foster a positive self-concept.

To encourage creative expression.

To reduce stress.

What You Need

- Clay (two comfortable handfuls for each child)
- Water source for clean-up
- Linoleum scrap for each child or something else on which to rest their work
- Access to hand mirrors
- Collection of "clay tools" made from sharpened Popsicle sticks, nut picks, forks or other sculpting items
- Scrap newspapers or paper towels
- Plastic bags for covering each sculpture between sessions

Procedure

1. Children should work the clay to get a good feel for it in their hands.
2. With as little instruction as possible, encourage the children to shape the clay with their fingers. Rolling the clay into a rather egg-shaped oval, tapering down to a neck and shoulders is an easy way to start.
3. Using either their fingers or a sculpting tool, the children should work on their clay portraits, as time allows, over a period of several days. Tightly closed plastic bags will retard the drying/hardening process.
4. Background music played softly will help make the clay experience peaceful and reflective.
5. It is not necessary that the portraits resemble the children. The clay portrait will represent the "inner me".

Wrap a Friend

Curriculum Areas

Math

Goals/Objectives

To foster cooperation among the children.

To teach problem-solving.

What You Need

- Newspaper or wrapping paper
- Tape
- String
- Scissors

Procedure

1. You need two teams of two or three children plus two very willing volunteers. The game can be expanded to additional teams.
2. The purpose of this exercise is to wrap the child in a neat package that will be acceptable at the post office.
3. Be sure to leave air holes for the nose and mouth. This is a human package!
4. Prizes can be awarded. Make sure everyone gets something. This is a great rainy day activity.

Note

The children could also try wrapping GUS and GUSSIE. A field trip to a local post office might reinforce the practical skill of wrapping and mailing packages.

Wrap a Parent

Curriculum Areas

Math

Goals/Objectives

To foster cooperation among the children.

To have fun.

What You Need

- Wrapping paper or butcher paper (newspaper smears)
- Tape
- String, ribbon, and/or yarn
- Scissors
- Paper ornaments or decorations are optional

Procedure

1. You need two teams of two or three children plus two very willing parent volunteers. The activity can be expanded to additional teams.
2. The purpose of this exercise is to wrap the parents in neat packages that will be acceptable at the post office, or to decorate the packages as "gifts".
3. Be sure to leave air holes for the nose and mouth. This is a human package!
4. Simple prizes can be awarded. Make sure everyone gets something. This is a fun parents' night activity.

Note

"Wrap a Parent" is an innovation of students at Wilson Elementary School in Seminole, Oklahoma. While parents were a bit dubious at first, everyone had a great time. "Wrap a Parent" was the hit of Open House.

Solving Word Problems

Curriculum Areas

Math

Goals/Objectives

To provide practical situations for math problems.

To make math problem-solving less anxious and more fun.

What You Need

- Pencil and paper for each child

Procedure

Ask the children to solve the following problems:

1. GUS and GUSSIE are busy building a tree house. They are going to need:

   4 (2 x 8) boards to build the floor. The cost of each board is $8.00. The railings will need to be 4 foot tall and they will need 20 (2 x 8) boards to make the railings. What will be the total cost of the tree house?

2. GUS and GUSSIE and their friends decided to make and sell cookies and lemonade to buy baseballs and bats. First, they had to decide how many cookies and how much lemonade to make. They decided to follow this recipe for lemonade:

   Lemonade
   2 cups sugar
   6 cups water
   6 lemons

   Dissolve the sugar in the water. Squeeze the lemons to get the juice. Mix together.

   This recipe makes 4 (8 oz.) glasses of lemonade. The children would like to make $10 from the lemonade and $15 from the cookies. If they sold the lemonade for 25 cents a glass and the cookies for 10 cents apiece, how much lemonade and how many cookies do they need to sell?

   The balls cost $3 each and bats cost $5 each. If they spent all their money, how many balls and bats could they buy?

"Thing" Construction

Curriculum Areas

Science

Goals/Objectives

To teach cooperation and group process.

To foster problem-solving and accepting shared responsibility.

To encourage creative expression through the use of imagination.

What You Need

- Tape
- Pieces of material
- Pins
- Paper clips
- Felt pens
- Pieces of wood
- Raffia
- Confetti
- Colored paper
- Shoe boxes
- Glue
- Scissors

Procedure

1. Divide the class into groups of three or four children and give each group identical items in a box. Each group must make something from the items provided.

2. Award simple prizes to the tallest, widest, most attractive, and most colorful "Thing". Have enough categories to be sure every team gets a prize. (Colored ribbons make nice "prizes".) Set a time limit of thirty to forty-five minutes to complete the projects. Great fun!

Conquering an Obstacle Course

Curriculum Areas

Physical development

Goals/Objectives

To encourage problem-solving.

To foster cooperative learning.

What You Need

- Tires
- Climbing items
- Boards
- Large boxes
- Cylinders
- 5" X 7" cards

Procedure

1. Ask the children to help you lay out the obstacle course with the items accumulated by the class.
2. Ask each child to move through the course, noting the degree of difficulty with which each child proceeds.
3. After every child has moved through the obstacle course once, change the degree of difficulty by giving each child a card with directions, such as, swiftly, slowly, on your knees, backwards, hopping, etc.

Extension:

Make a diagram of the obstacle course. Display the diagram in class. Each day, have teams of children diagram a new obstacle course. At the end of a week, use the diagrams to point out problems with the obstacle courses. Discuss how the children might solve these problems. Reverse the process, let the teams plan a diagram of an obstacle course, then build it. See what problems the children have and how they solve those.

V. Positive Reinforcement Awards

Happy-Day-Feelings Award

Curriculum Areas

Self-concept
Positive reinforcement

Goals/Objectives

Children feel good about getting an award and being asked about it at home. They enjoy to share "happy" feelings with family members

What You Need

- Happy-Day-Feelings Duplication Master

Procedure

1. Photocopy the awards. If possible, make at least one page of awards per child. Cut out the awards and store them in a handy container in your classroom with pins or tape and a writing instrument.
2. When a child accomplishes something after working hard or after having a very good time, write the child's name on an award and attach it to the child's clothing. Allow the child to wear it home.
3. Talk with the child when you present the award to reinforce the reason for the award. Be sure that everyone in your classroom gets at least one award.
4. After you have used the awards a few times, you might let the children tell YOU when they need an award. They can tell you why they are feeling happy and you can supply the award.
5. A peel-off sticker version of the award is available from the Center for Child and Family Development.

Note

Children who have trouble experiencing a happy day have the greatest need for an award. Try to find a happy (or at least comparatively happy) time during the day and give such a child an award. Any day with a happy time is an opportunity to give an award.

Award-O-Gram

Curriculum Areas

Positive Reinforcement

Goals/Objectives

To enhance a child's self-esteem.

To share a child's accomplishments with the family.

What You Need

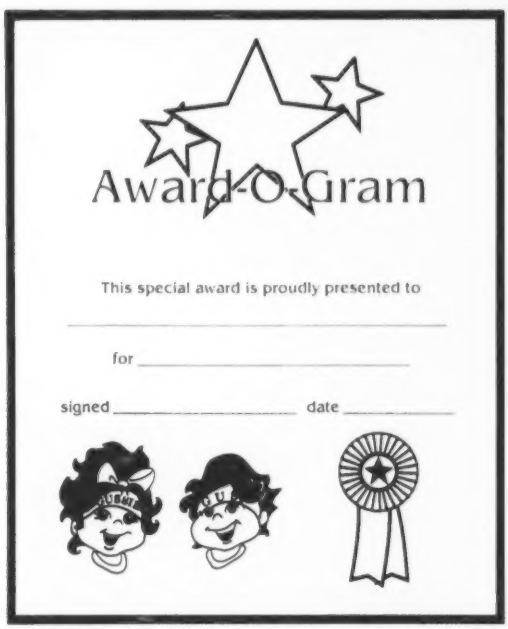
- Award-O-Gram Duplication Master

Procedure

1. An Award-O-Gram is a positive reinforcement for a child who has had trouble accomplishing a goal or objective. Write the child's name on the first line. The second line is for writing the task the child has successfully completed.

2. Award-O-Grams may be used for any task the child has successfully completed. Encourage the children to help determine when they are successful, but have them explain their success. In most classroom situations, children will quickly recognize appropriate occasions for an Award-O-Gram.

3. Award-O-Grams can be photocopied on colored paper for eye-appeal or purchased in bulk quantities of bright colors from the Center for Child and Family Development. You will need a plentiful supply unless budget restraints make the Award-O-Gram available only on special occasions.


Award-O-Gram

This special award is proudly presented to

_____

for _____

signed _____ date _____

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Note

Awards and certificates for behavior or academic accomplishments, such as Award-O-Grams, are important because they draw attention to the child's progress and encourage others to compliment the child. When you talk to the children's families, share with them the importance of having children see their awards displayed at home. Use these award forms as often as you can.

Happygram

Curriculum Areas

Positive reinforcement

Goals/Objectives

To enhance a child's self-concept.

To share a child's achievement with the family.

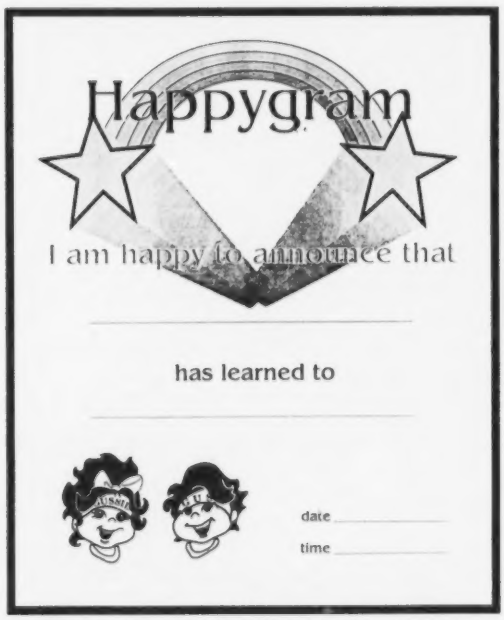
What You Need

- Happygram Duplication Master

Procedure

1. A Happygram announces that a child has acquired a new skill. The skill might be "to write a paragraph" or it might be "to work in a group".

2. Happygrams could be used for any task a child has successfully completed. Allow the children to help determine when they are successful, and have them explain their success. Once you have given them to several children in the classroom, the others will notice and ask for one. Explain the use of the Happygrams, asking them to share their accomplishments with you to receive a Happygram. Be sure each child has at least one Happygram to take home.



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Note

Awards and certificates for achievements such as Happygrams are important because they draw attention to a child's progress and encourage others to compliment the children. When you talk to the children's families, share with them the importance of having children see their Happygrams displayed at home. Use these Happygram forms as often as you can.

Letter from the Teacher

Curriculum Areas

Positive reinforcement
Stress management

Goals/Objectives

To enhance a child's self-image.

To promote positive behaviors.

What You Need

- GUS and GUSSIE Stationery Duplication Master

Procedure

This activity is especially beneficial when a child exhibits a behavior you have encouraged or when a child has had a difficult day.

1. Observe your classroom as usual during the day.
2. Note when a child exhibits a behavior which shows decision-making, accepting responsibility, or other aspects of life skills development.
3. Write the child's name on the top blank and fill out the second blank according to what you observed or want to communicate. Sign and date the letter.
4. If a chil has a difficult day and is unduly discouraged, the letter can serve as a reminder of easier times or as a reinforcement that the child is still accepted.
5. Children who feel pressured--internally and/or externally--to perform academically, need reinforcement if they do not excell on an assignment or test. A letter may help children manage their stress levels more easily.

Dear _____
I just want to let you know how proud I am of you. You are working so hard in school and have helped me many times. I'm especially happy because you _____
_____
Fondly,

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Note

Be sure all the children get a letter over a period of time. The "Letter from the Teacher" is the most personalized of all the positive reinforcement awards.

Duplication Masters

Family Focus on Prevention

Drug Facts, Part I

Drug Facts, Part II

Reading is *Fun*damental

Healthy Bodies, Healthy Minds

Creating "Special Times"

What makes you feel good?

What makes you feel angry?

Set a Good Example

Circle the Things That Are Good for Children

"What Do I Do When . . . ?"

Help Your Child Build Self-Reliance

Children and Stress

Letter from the Teacher

Award-O-Gram

Happygram

Happy-Day-Feelings Award

GROWING UP STRONG Observable Behavior Checklist, Level II

AIM HIGH Membership Cards

AIM HIGH Club Badges

GROWING • UP • STRONG

for

Second and Third Graders

Duplication Masters

Family Focus on Prevention

Your child's school is using GROWING UP STRONG (GUS), a mental wellness promotion and substance abuse prevention program for children in second and third grades. Why a prevention program for children so young? Because **prevention** programming must take place before children are exposed to alcohol and other drugs. Think of prevention as a vaccine. Some vaccines stop disease and some make the illness less severe. GROWING UP STRONG is used in thousands of classrooms and has been scientifically evaluated as an effective prevention tool.

How does GUS work? GROWING UP STRONG focuses on a child's self-concept and self-esteem, teaching the following life skills:

- Decision-making
- Problem-solving
- Accepting responsibility
- Assertiveness

GUS and GUSSIE, the characters that illustrate GROWING UP STRONG, will be your child's new friends at school. Expect to hear about them often!

A successful prevention program depends on a partnership between the school community and families. The communication link between teachers and adult family members is "Family Focus". You can help GUS and GUSSIE by using the activities to encourage your child to work on life skills at home. *Drug facts* and other important information are included in the Family Focus series.

Having fun is an important part of mental wellness, so HAVE FUN with your child!

Drug Facts, Part I

Research indicates that parents are the most effective source of factual drug information for children. To have a positive impact on future decision-making, alcohol and other drug information must be **factual, up-to-date,** and **not exaggerated.**

Substance	Street Names	Appearance	Usage	Comments
Alcohol	Booze Hooch Beer	Liquid	Generally taken as a drink.	Alcohol is a legal substance which is readily available. Alcohol is a drug, however, and any beverage containing alcohol is illegal and dangerous for children.
Tobacco	Cigarette Cigar Chew Snuff	Leafy, golden brown rolled into cigarettes or cigars; leafy, dark brown for chewing; and a white powder for sniffing	Smoked Chewed Sniffed	There is a myth that chewed tobacco is not a health hazard. Mouth and throat cancer are reportedly on the increase as more young people chew tobacco.
Marijuana	Pot Grass Weed Reefer Dope	Dried parsley mixed with stems and possibly seeds	Smoked Eaten	Once believed to be "harmless", marijuana interferes with emotional development, the ability to learn, and discourages physical activity in children.
Hashish	Hash	Brown or black cakes or balls	Eaten Smoked	
Inhalants				
Nitrous Oxide	Laughing gas Whippets	Propellant for whipped cream in aerosol spray cans Small 8-gram metal cylinder sold with a balloon or pipe	Vapors inhaled	Inhalant abuse can cause brain damage, lung damage, or death. Many of the abused products are common household items or available in convenience stores. Brand name inhalants such as "Rush" are designed for abuse and generally have no other true purpose. Many cities have banned brand name inhalants to protect children.
Amyl Nitrite	Poppers Snappers	Clear yellowish liquid in ampules	Vapors inhaled	
Butyl Nitrite	Rush Bolt Locker room	Packaged in small bottles	Vapors inhaled	
Chlorohydrocarbons	Aerosol sprays	Aerosol paint cans Containers of cleaning fluids	Vapors inhaled	
Hydrocarbons	Solvents	Cans of aerosol propellants, gasoline, glue, paint thinner	Vapors inhaled	

FAMILY FOCUS *Drug Facts, Part I includes drugs which are termed "gateway" substances. Gateway substances are those which individuals report having tried first, in particular alcohol and tobacco. Accurate information, combined with other prevention strategies such as GROWING UP STRONG, helps children make better choices.*

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Drug Facts, Part II

Research indicates that parents are the most effective source of drug information for children. In order to have a positive impact, information must be **factual, up-to-date,** and **not exaggerated.**

Substance	Street Name	Appearance	Usage
Cocaine	Coke Snow Flake Blow	White crystalline powder, often diluted with other ingredients	Inhaled through nasal passages Injected Smoked
Crack or cocaine	Crack Freebase rocks Rock	Light brown or beige pellets–or crystalline rocks that resemble coagulated soap; often packaged in small vials	Smoked
Amphetamines	Speed Uppers Pep Pills Benzedrine (Bennies) Dexedrine (Dexies) Biphetamine (Black Beauties)	Capsules Pills Tablets	Taken orally Injected Inhaled through nasal passages
Barbiturates	Downers Reds Yellows Nembutal Seconal Amytal Tuinals	Red, yellow, blue, or red and blue capsules	Taken orally
Heroin	Smack Horse Junk	Powder, white to dark brown Tar-like substance	Injected Inhaled through nasal passages Smoked
Phencyclidine	PCP Angel Dust Hog Loveboat	Liquid Capsules White crystalline powder Pills	Taken orally Injected Smoked
Lysergic Acid Diethylamide	LSD Acid	Brightly colored tablets Impregnated blotter paper Thin squares of gelatin Clear liquid	Taken orally Licked off paper Gelatin and liquid
Mescaline and Peyote	Mesc Buttons Cactus	Hard brown disks Tablets Capsules	Disks–chewed, swallowed, or smoked Tablets and capsules–taken orally
Psilocybin	Magic mushrooms Mushrooms	Fresh or dried mushrooms	Chewed and swallowed

FAMILY FOCUS *Because of the wide variety of illegal and prescription drugs, it is almost impossible to recognize physical differences among drugs. Your child needs to know never to eat, drink, or sniff any substance offered by a person not designated in advance. Drug Facts, Part II includes substances frequently called "hard" drugs. It is important to note, however, that there are no "soft" drugs.*

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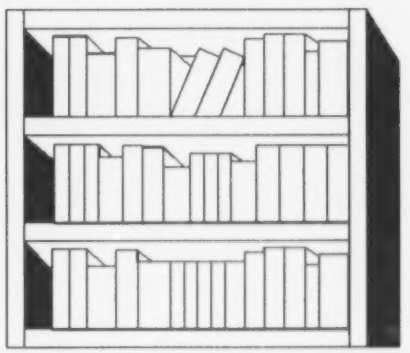
Reading is *Fun*damental



The ability to read is both fundamental–a basic skill–and FUN! You can help your child become a better reader by encouraging the habit of reading daily. Reading is a basic building block for all future knowledge.

- Take your child to the library to choose books. A children's librarian can help your child find age-appropriate books or look in the children's section.
- Comic books may help less motivated readers. Ask your child to tell you what the characters are saying to insure that words as well as pictures are being read.
- Have your child read to you, a younger child, or the whole family for five to ten minutes each night. Be sure this is a fun time for the reader by avoiding corrections or any negative comments.
- Read to your child, especially books or stories which are too difficult for the child to read.
- Be a good example. Let your child see that you read for fun and information.
- Encourage your child's school to follow the D.E.A.R. (Drop Everything And Read) program to promote reading. Information about D.E.A.R. should be available at your local public library.
- Setting aside fifteen to twenty minutes for a child to read after going to bed eases the transition from active time to quiet time and encourages good reading habits.
- When it is important for a child to be inactive (during church services, visits to the doctor, or adult-oriented meetings), take books or magazines for the child to read.
- Accumulate special reading material for future use. A book bag or paper sack can be used for storage until the materials are needed.
- Books which are suited to a child's interests and reading level make lasting gifts.

FAMILY FOCUS *Good readers tend to be good students. You can increase your child's skill-building by encouraging reading as a daily habit. Enhanced levels of self-esteem and the acquisition of life skills result in a positive self-concept for children. Children with a positive self-concept are able to GROW UP STRONG against alcohol and other drugs.*

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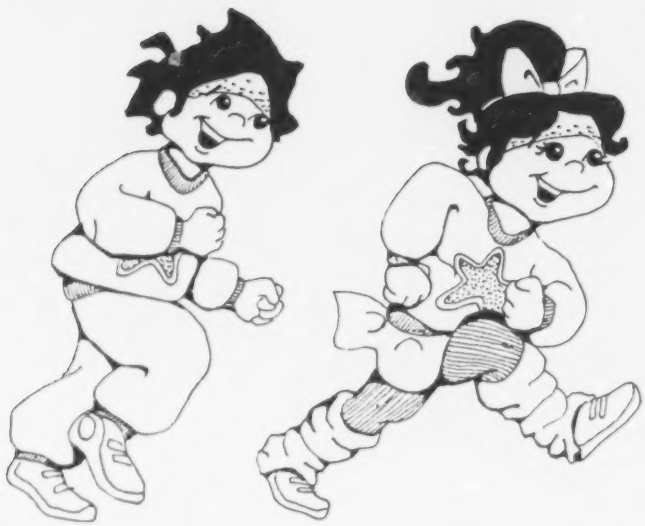
Healthy Bodies, Healthy Minds



WE LIKE KNOWING ABOUT OUR BODIES AND HOW TO TAKE CARE OF THEM!

Children who learn to take good care of themselves and their health are less likely to be willing to eat, drink or take things which might be harmful. The best way to encourage children to have good health habits is for adults to set a good example. Helping your entire family develop good habits is important, too. Getting healthy and staying healthy is a job that takes daily effort.

Plan ways to make these habits a regular part of your family's life:

- frequent exercise
- regular rest
- proper nutrition
- personal cleanliness
- proper tooth care
- plenty of laughter!

Discuss the difference between junk food and healthy food. Let your child help plan healthy meals and snacks. Remember, **do something just for fun** at least once a week. A healthy body fosters good mental health through enhanced self-esteem and a positive self-concept.

FAMILY FOCUS *This family information sheet focuses on helping your child develop good habits. Children who exercise with their families are much more likely to develop lifelong habits of physical fitness than children who do not. A regular exercise program can be beneficial for the whole family and can include brisk walks and many combinations of indoor and outdoor fun. Setting a good example is an important part of teaching your child how to be healthy. Don't forget that plenty of laughter is a necessary health habit for becoming physically and mentally strong. Having fun is good for you! Laughing hard provides aerobic exercise for internal organs. "I laughed so hard I hurt," describes how your body feels when you laugh harder than usual.*

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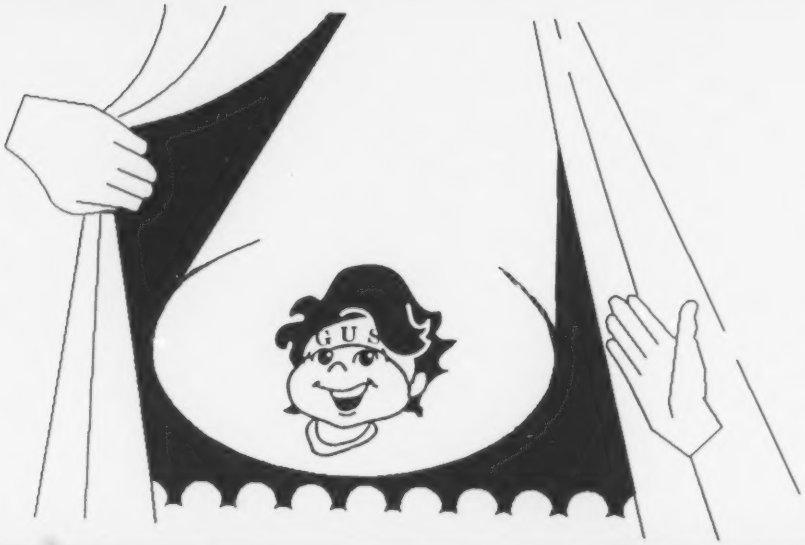
Creating "Special Times"



Children need to feel special, as individuals and members of a family. A strong sense of family affords protection for a child and encourages the child to make good choices in life. While everyone has a "nobody cares about me" day now and then, children who do not feel cared for cannot learn to care about themselves. Neglected children--or children who feel neglected--develop a poor self-concept which leads to a myriad of mental health problems.

One way to protect your child's evolving self-concept is to create "special times". Special times work best when they are repeated often and become a regular part of family life. Some suggestions for creating special times include the following:

- Watch a favorite television family show each week and discuss the content afterwards. How was the show different from real family life? Prepare a nutritious snack or popcorn together before the show.
- Set aside a listening time. Avoid offering solutions when your child talks about a problem or an unhappy event. Listening and being sympathetic is more important than a potential solution. Children need to solve their own problems whenever possible.
- Tell your child family stories, especially ones about the child's infancy. Show your child pictures of seldom-seen relatives, your own childhood pictures, and photographs of family gatherings. Encourage a sense of belonging--to a family, tribe, community, or culture.
- Share one of your hobbies or special interests with your child. Permit participation as it becomes age-appropriate but, avoid forcing participation. Change activities if your child shows no interest in what you wanted to share.
- Keep your sense of humor and encourage your child to see the funny side of things. Laughing together over a private joke (one between you and your child) or having a word cue to laugh together is a pleasant way to make a child feel special and will reduce adult stress as well.

FAMILY FOCUS *Parents or families are an important part of any prevention program. Your ability to make a child feel "anchored" through his place in the family, community, or culture is critical to a positive self-concept. A strong sense of self helps a child resist negative peer pressure at a later time.*

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What makes you feel good? Draw a picture and write a story about it.

FAMILY FOCUS *This activity will encourage your child to express positive feelings in words and pictures. Your child could decorate her bedroom with "good feelings" pictures and stories over a period of months. Or, the front of your refrigerator or another place in the house might benefit from some good feelings shared by your child. This activity has many uses so you may want to make several copies and have them available. A plain sheet of paper also can be used.*

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What makes you angry? Draw a picture and write a story about it.

FAMILY FOCUS *Dealing with anger and negative feelings is a serious problem for many adults. Repressed anger can lead to physical ills, mental ills, and poor relationships with others. Depression is said to be anger turned inward and even infants can be diagnosed as depressed. These feelings are much easier to address in childhood than as an adult. An appropriate way of dealing with anger is to draw what makes you angry and write a story about it. When your child gets frustrated or angry, have a copy of this activity sheet, or a plain sheet of paper, ready for him to relieve these unhappy feelings. Your child may want to tear this page up to "get rid" of the anger. If words to describe the anger are too difficult for your child, drawing is still very helpful as a tension/stress release. (You may even want to use some of these sheets yourself when you are angry and can't seem to get over it!)*

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Set a Good Example

No quick fixes

If children see us take medicine for every little thing that bothers us, they may get the idea that it is possible to fix every hurt that way. Television commercials tend to carry that message in order to market products.

This is also true of mental hurts--if we drink a beer, have a smoke, or take a pill whenever we are down, children get the idea that it is possible never to be down; that if you are feeling down you can take something to "fix" it quick.

It is important that children know that being unhappy is a part of life, and there are better ways to feel good than using alcohol or drugs. Talk it out, take a walk, or try solving the problem. There are also things we can do on a regular basis to keep ourselves feeling good: regular rest, exercise, eating properly, and *learning to get along with others.*

REMEMBER, CHILDREN LEARN MORE FROM WHAT THEY SEE THAN FROM WHAT THEY ARE TOLD.

FAMILY FOCUS *This family information sheet is an important reminder that children learn from what they see. Children may get the impression that there is a quick fix for every hurt in life--physical and mental--if they see adults behave as though that were true. Many of the GUS and GUSSIE activities are aimed at helping children feel good about themselves and finding constructive ways to feel better (as opposed to quick "fixes"). It is important to help your child learn to talk about feelings. Children need to know that sad feelings eventually go away and that nobody is happy all the time. Learning to cope with negative feelings is a part of developing strong mental wellness. You have an opportunity to promote mental wellness for your child through talking about solving problems instead of treating the symptoms.*

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CIRCLE THE THINGS THAT ARE GOOD FOR CHILDREN.

Color, if you wish.

BEER

CIGARETTE

SANDWICH

CEREAL

PILLS

WINE

APPLE

FAMILY FOCUS *This activity builds on the concept of making choices and knowing factual information about alcohol and other drugs. Notice that the activity sheet instructs children to circle the things that are good for them. This will require thought on your child's part and an ability to make decisions. Your child may change opinions with age and understanding, so several copies of this activity may be needed. Most of the choices are obvious for adults. But what about pills? The doctor may prescribe medication for your child, but are pills "good" for children? When are pills good and when are they not good for children? Let your child know exactly which adults may give them pills and that pills should not be accepted from anyone else.*

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"What Do I Do When . . .?"

Helping children make responsible choices

Life is not simple for children. They have so much to learn about making responsible choices that problems may arise before they are fully equipped to respond. Practice, or role playing, can help children prepare for the more difficult choices they will encounter.

For example, "What do I do when . . .

I see someone cheating on a test?"
I find someone's wallet on the school grounds?"
I see someone doing something I know is wrong?"

As children grow, they face decisions which test their ability to distinguish right from wrong. Parents can help children learn effective problem-solving so they are confident about making decisions.

Some questions to ask might be . . .

- What are the choices?
- How do I want to be treated?
- What kind of person do I want to be?

FAMILY FOCUS *As families, we need to give children the opportunity to explore responsible choices. They want to know what we think. They need to practice decision-making and problem-solving to develop life skills. Families can set a good example by being honest and obeying laws. It is important to show respect for children's decisions, even when they do not succeed. Children should be praised for trying.*

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Help Your Child Build Self-Reliance

You can help your child develop independence and self-reliance through teaching problem-solving. Children who know how to think through a problem are better able to cope with everyday stress. There are five simple steps to turning a problem into a solution.

1. **State the problem.** The most important step in problem-solving is identifying the problem. Help your child put the problem into words. Try to focus on the problem itself rather than the effects of the problem.

2. **Think of as many solutions as you can.** Help your child list possible solutions, including as many choices as possible. Do not be concerned if some of your child's solutions seem silly to you.

3. **Discuss the consequences of each possible solution.** Encourage your child to imagine all the things that could happen as a result of trying each solution. Help eliminate those choices that your child decides will not work.

4. **Choose one solution and try it.** Keep in mind that this is a trial–if it does not work, try another approach.

5. **Check the result.** Children will learn from solutions that do not work. Encourage your child to try again if the first choice does not solve the problem.

Practice problem-solving

Ask your child to think of solutions to these problems:

"What would you do if you came home and no one was there?"
"What would you do if your friends were doing something you were told not to do?"
"What would you do if you had forgotten to do your homework until just before bedtime?"

Remember, problem-solving is hard work and takes lots of practice, support, and approval. Praise your child for *trying* to solve a problem! Perhaps next time, your self-reliant child will find just the right answer.

FAMILY FOCUS *This activity focuses on teaching children specific steps to follow in order to solve problems and make decisions. When a child can make a decision on his own, he feels better about himself. Problem-solving takes time to learn so give your child opportunities for lots of practice. This encourages and reinforces independence and self-reliance in children.*

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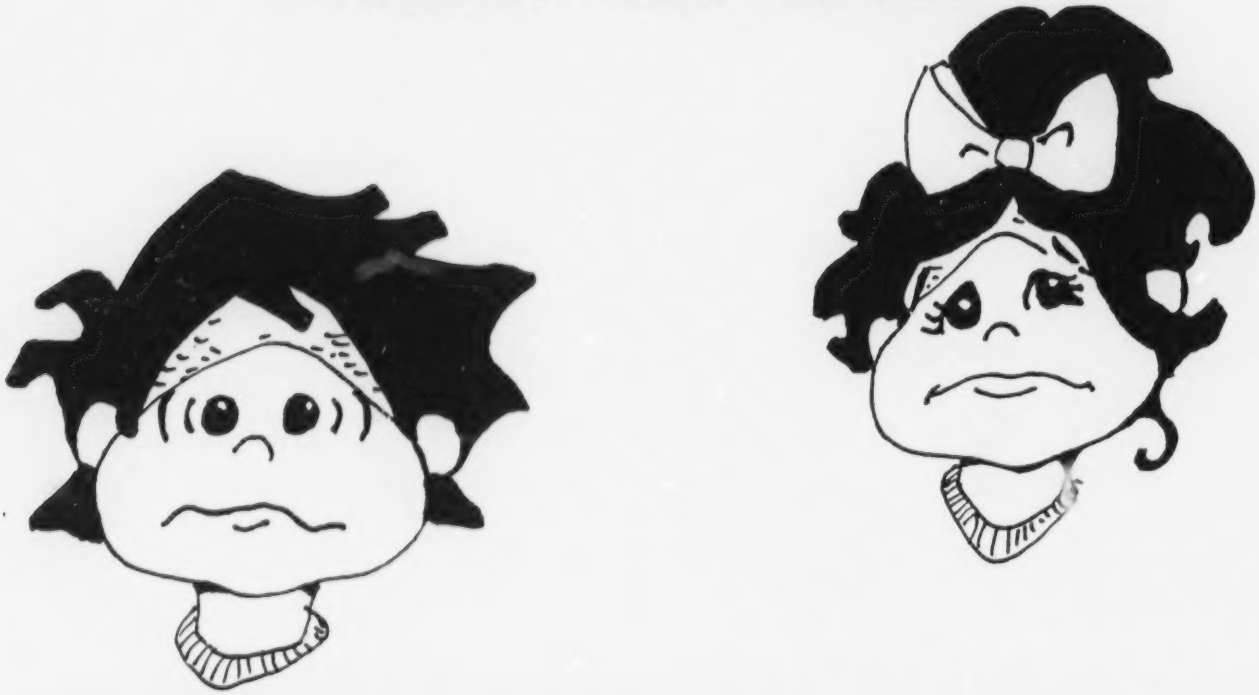
Children and Stress



Stress Affects Children

Even the youngest children suffer from stress in a fast-paced, achievement-oriented society. "Good" stress helps us perform better, think faster, and feel more creative. "Bad" stress causes anxiety, inability to think or learn, and interferes with performance.

Common signs of stress symptoms include:

- frequent headaches
- extreme fingernail biting
- frequent stomach aches
- sleep-related problems
- worry about school performance
- unusually short tempers

The following stress reducers could help all family members:

- **healthier diet:** substitute fruit for sugar treats, juice for soft drinks, and avoid caffeine.
- **exercise:** walking, running, and bicycle-riding reduce stress.
- **communication:** talk to someone about feeling stressed or about personal concerns.
- **fun:** laughter is an easy stress reducer and having fun is good for everyone.

FAMILY FOCUS *This activity is designed to help you and your child recognize and cope with stress. Children, as well as adults, need help learning to reduce stress. Because drugs are often used to make a person "feel better" or "forget" troubles, stress management is an important prevention tool. Remember, it is important for your child to know he has your love and acceptance regardless of possible disapproval of his grades, his behavior, his choice clothing, or his friends.*

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Dear _____
I just want to let you know how proud I am of you. You are working so hard in school and have helped me many times. I'm especially happy because you _____

_____

Fondly,

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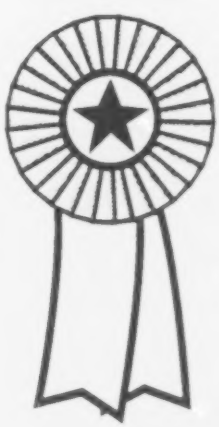
Award-O-Gram

This special award is proudly presented to

_____

for _____

signed _____ date _____



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Happygram

I am happy to announce that

_____

has learned to

_____

date _____

time _____

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GROWING UP STRONG
Observable Behavior Checklist Level II

School: _____

Grade: _____ ID#: _____

Child's Name: _____ Sex: _____

Child's Birthdate: _____

Checklist completed by: _____

Teacher's ID#: _____

Checklist completed on: (date) _____

Answer every question. Select the *best* answer you can. If you have not actually *seen* something happen, select "never."

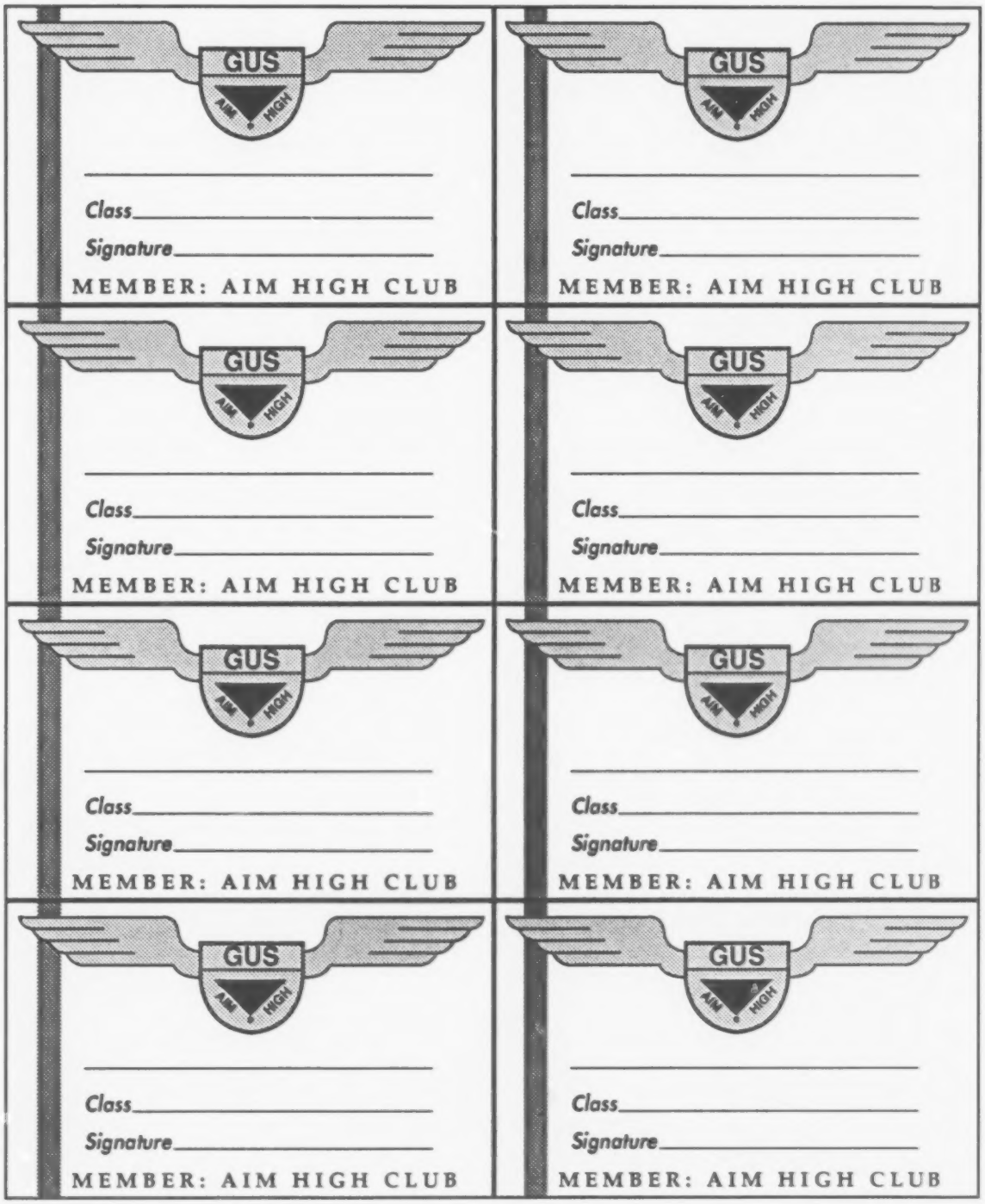
	NEVER (you have never seen this happen)	SOMETIMES (three to four times per month)	OFTEN (one to four times per week)	MOST/ALL OF THE TIME (at least once a day)	Notes or Comments
1. Eager to learn a new skill.					
2. Shows little interest in cooperative play with another child.					
3. Enjoys reading books about faraway or long-ago people.					
4. Eager to make and carry out decisions for self.					
5. Displays apparent understanding of the meaning of good/bad behavior.					
6. Bargains or compromises to obtain goals.					
7. Wants permission or reassurance from an adult before beginning an activity.					
8. Reluctant to enter active group games (softball, wrestling, hide and seek).					
9. Adjusts rapidly to new situations and people, such as starting a new grade at school.					
10. Follows through or stays involved in a class assignment until it is completed.					
11. Uses words to express feelings, both positive and negative.					
12. Holds up hand, volunteers to answer questions, or participates verbally in classroom discussions.					
13. Expresses liking non-verbally for children and adults.					
14. Avoids eye contact when speaking or being addressed.					
15. Demonstrates awareness of own rights and stands up for self.					
16. Has positive relationship with teacher.					
17. Prefers to play quietly beside teacher rather than enter play activities with other children during recess periods.					
18. Considerate of other's feelings.					
19. Tries to please other people.					
20. Jealous of privileges and/or abilities of other children.					

Child's Name: _____

	NEVER you have never seen this happen	SOMETIMES three to four times per month	OFTEN one to four times per week	MOST ALL OF THE TIME at least once a day	Notes or Comments
21. Shows anger in a way that does not damage people or equipment.					
22. Cooperates and shares in a group setting.					
23. Accepts loss without becoming upset (in competitive games).					
24. Has apparently internalized standards of "goodness".					
25. Shows pride in accomplishments or creations.					
26. Says "I can do that!" (or makes similar statements showing self-confidence).					
27. Offers suggestions for solving problems in the classroom.					
28. Takes pride in owning and caring for possessions.					
29. Shows little interest in cooperative play within a group of children.					
30. Conforms to classroom rules.					
31. Denies responsibility after breaking a school rule.					

32. Has this child been diagnosed as having a learning disability, a physical handicap, and/or other special need? ☐ no ☐ yes

If yes, please explain briefly:



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